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Language Laboratory Program for "A Course in Spoken  
English for Navajos."

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## ABSTRACT

This enrichment material for a first- and second-year language laboratory program was designed for a course in spoken English for Navahos. It was intended for Navahos with a 3rd to 7th grade reading achievement who are learning to speak English as a second language. Included are materials on phonics, grammar, poetry, government, and literature. A table of contents is included. (SK)

ENRICHMENT MATERIAL FOR FIRST AND SECOND YEAR  
LANGUAGE LABORATORY PROGRAM

for

A COURSE IN SPOKEN ENGLISH FOR NAVAJOS

Designed for Navajos with 3rd to 7th grade reading achievement  
who are learning to speak English as a second language.

Intermountain School, Brigham City, Utah  
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SHORT I SOUND

Say the following words that have the short i (as in sit):

sit	wish	his	give	think
pit	live	been	sing	big
it	15-50	hit	kick	is
16-60	minute	million	bit	in
will	thing	which	him	busy
miss	kill	with	did	women
Mister	this	didn't	business	Mrs.

Can you hear the difference?

eat-it	live-leave	chip-cheap	fit-feet
sleep-slip	sit-seat	hit-heat	dip-deep
meat-mitt	ship-sheep	sick-seek	gyp-jeep
peak-pick	lip-leap	sin-seen	grit-greet

Try saying these sentences clearly:

This is it.

It's good to swim in the summer.

Which children did it?

His sister feels sick today.

Miss Mills thinks it's big.

Please give me a piece of bread.

It is important for me to  
study every day.

Is it his?

Bill swims like a fish.

The women are cleaning the  
living-room.

I finished my homework at six.

I think it's best this way.

ESL ENRICHMENT-LAB I  
The sound of short /i/

PRACTICE WORDS:

bill	ship	fish
film	thick	miss
will	live	rich
rim	dip	mint
sift	slip	list
give	pick	sink
fits	nip	lick
mines	bib	rib

PRACTICE SENTENCES:

1. There seems to be a mistake in the telephone bill.
2. Where can I get a twenty-dollar bill changed?
3. Where can I buy more film for my camera?
4. I put the film in the camera the wrong way.
5. Will you please drive for awhile?
6. The child's strong will makes him hard to control.
7. There is a rim of silver around the cup.
8. The tires on the old car are worn down to the rim.
9. How many times should I sift the flour?
10. The dust sifts in through the cracks around the window.
11. The merchant failed to ship our order on time.
12. The fruit will not spoil if shipped by airplane.
13. The ice on the river is not thick enough for skating.
14. We live in a small house in the country in the summer.
15. The friends seem to be as thick as thieves.
16. Will the flowers live in the house all winter?
17. Will you have to dip the pen in the ink?
18. Dip your hands in the water to cool them off.
19. We tried to slip by the guard at the door.
20. I wrote my name on a slip of paper and left it.
21. Are you fishing for a compliment from me?
22. What kind of fish would you like for dinner?
23. If you miss the train you must wait an hour.
24. You shouldn't miss the opportunity to go South.
25. Every member of the family is very rich.
26. The rich tones of the music were beautiful.
27. Have you ever visited the United States mint?
28. We grow mint and other herbs in our garden.
29. I have lost my shopping list and can't remember it.
30. Will you list the people as they come into the room?

IDIOMATIC EXPRESSIONS AND ADAGES

give	Children should learn to give and take in play.
bill	The book will fill the bill.
pick	I have a bone to pick with you.
sink	You are on your own and will have to sink or swim.
fits	I have been able to work only by fits and starts.
nip	We must nip the plan in the bud.
lick	Someone will have to lick the report back in shape.
missed	The committee seems to have "missed the boat."
mince	You don't have to mince matters with me.
bib	I shall wear my best bib and tucker.

ESL ENRICHMENT - LAB I  
SCRIPT PP-2-V  
SHORT /i/ WORD DRILL

LISTEN AND REPEAT:

flick	mitten
sit	sixth
trip	chimney
sister	Linda
lift	April
tip	family
lick	notice
hid	America
hill	discover
spin	quick
pencil	instinct
ticket	pitch
cabin	miss
introduce	skip
magic	permit
panic	nibble
fifty	different
native	mistake
widow	ribbon
print	hardship
wish	practice
fit	forgive
mill	attic
dish	dispose
spin	uniform

The sound of short /i/

SINGLE FOR PRACTICE:

Pit, pit, pit, pit,  
I am the vowel in pit.  
I limp, I spin, I jog, I sing;  
I nibble at things and skip in a ring.

Agnes Curren Hamm

Skipping is fun, skipping in fun,  
Skipping is fun for everyone. The  
longer you skip, the better you skip,  
So skip, skip, skip!

Nibblety, Nibblety, Nib

Three little rabbits were eating their lunch,  
Nibblety, nibblety, nib.  
With their heads all together, oh! how they did munch  
Nibblety, nibblety, nib.

They nibbled so fast, and all were so quick,  
Nibblety, nibblety, nib,  
That they gobbled it up before you'd say 'tick'!  
Nibblety, nibblety, nib.

Little Tommy Tittlemouse  
Lived in a little house;  
He caught fishes  
In other men's ditches.

Mother Goose

Hey, diddle, diddle!  
The cat and the fiddle,  
The cow jumped over the moon;  
The little dog laughed to  
see such sport;  
And the dish ran away with  
the spoon.

Mother Goose

Corporal Tim

Corporal Tim  
Was dressed so trim,  
He thought them all afraid of him;  
But sad to say,  
The very first day  
We had a fright  
And that was the end of Corporal Tim.

Mother Goose

Practice Words:

bib	lip
did	hiss
if	list
big	give
lick	lit
pill	live
slim	lyric
skin	sing



## The Mist and Fall

I like the fall,  
The mist and all.  
I like the night owl's  
Lonely call--  
And wailing sound  
Of wind around

I like the gray  
November day,  
And bare, dead boughs  
That coldly sway  
Against my pane.  
I like the rain.

I like to sit  
And laugh at it--  
And tend  
My cozy fire a bit.  
I like the fall--  
And mist and all.

Dixie Willson

## Practice Sentences

1. I left the baby's bib in the inn.
2. Did you put your coat in the closet?
3. If you did, I'll give you a nickel.
4. There is a big bin of potatoes in the basement.
5. Did Jim lick the fudge in the big bowl?
6. His pill was too big to swallow.
7. Slim means the same thing as thin.
8. Don't stick pins in your skin.
9. Jill bit her lip.
10. Give me a list of the things I have to get.

## Listen and Repeat:

trick  
sit  
trip  
sister  
lift  
tip  
lick  
hid  
hill  
spin  
pencil  
ticket  
cabin

introduce  
magic  
panic  
fifty  
native  
widow  
print  
wish  
fit  
mill  
dish  
spin  
mitten

sixth  
chimney  
Linda  
April  
family  
notice  
America  
discover  
quick  
instinct  
pitch  
miss  
skip

permit  
nibble  
different  
mistake  
ribbon  
hardship  
practice  
forgive  
attic  
dispose  
uniform

The Voiced and Voiceless TH SoundSay these words clearly:(Voiced)

the	therefore
this	then
thus	than
they	theirs
them	though
these	that
clothing	another
clothe	bother
neither	either
other	smooth
breathe	these
those	there
their	bathe

(Voiceless)

through	thought
wealthy	thanks
thumb	third
width	thousand
nothing	teeth
anything	thirteen
theater	thirty
mathematics	south
thermometer	everything
month	mouth
healthy	length
bath	south

Can you hear the difference?

thirty-dirty	though-dough	den-then	die-thy
thought-dot	thumb-dumb	Dan-than	drew-through
dare-there	mad-math	loathe-load	mother-mudder

O and Ø

PRACTISE THE FOLLOWING SENTENCES:

1. Did they give you ether when you had your operation?
2. The Bible says, "Honor thy father and thy mother."
3. I loathe liver.
4. He pulled the sword out of its sheath.
5. Babies cry a lot when they teethe, don't they?
6. She put a Christmas wreath on the front door.
7. The baby has a bruise on his thigh.
8. Stand on the bath mat when you get out of the shower.
9. The child thanked his father for the toy tank.
10. It's a shame the ice is too thin for skating.
11. This soup's too thin, isn't it?
12. I'll be thankful when I can take a bath.

/d/ and /ð/:

d's - these	ladder-lather	laid-lathe
day - they	reading - wreathing	reed - wreath
die - thy	riding - writhing	ride - writhe
dough - though		sued - soothe
doze - those		

MORE SENTENCES: WATCH YOUR INTONATION.

1. He sued the company for ten thousand dollars.
2. Do they do that every day?
3. Thanks a lot.
4. Do you like the thigh of a chicken?
5. She's taking a bath right now.
6. I don't have any faith in his family.
7. Fathers used to thrash their boys.
8. Doctors take an oath when they graduate.
9. Where's the nearest telephone booth?
10. There're three trees in a row.

/t/ and /θ/:

tank - thank	trash - thrash	bat - bath
team - theme	tree - three	boot - booth
tie - thigh	true - through	fate - faith
		oat - oath

DIALOGUE

1. What does the sign say?
2. Can't you read it?
1. No, I can't. Please tell me what it says.
2. It says "No Smoking."
- You'd better put out your cigarette.

DIALOGUE

1. What were you doing at the store yesterday?
2. I was looking for a spring suit. What were you doing there?
1. I was trying to find a coat. I need a light one for bad weather.

ESL CLASSROOM ENRICHMENT \_ LAB I  
VOICELESS /th/---θ

COLUMN I - θ

thank  
path  
thick  
thin  
death  
bath  
forth  
both  
broth  
wrath

COLUMN II - /t/

tank  
pat  
tick  
tin  
debt  
bat  
fort  
boat  
brought  
rat

COLUMN I - θ

thing  
think  
mouth  
myth  
thumb  
thimble  
thank  
path  
thick  
thin  
bath  
thought

COLUMN II - /s/

sing  
sink  
mouse  
miss  
sun  
symbol  
sank  
pass  
sick  
sin  
bass  
sought

COLUMN I - θ

thank  
forth  
thin  
bath  
math  
path  
thick  
myth  
faith

COLUMN II - /s/

sank  
force  
sin  
bass  
mass  
pass  
sick  
miss  
face

COLUMN III - /t/

tank  
fort  
tin  
bat  
mat  
pat  
tick  
mitt  
fate

θ IN DIFFERENT POSITIONS IN WORDS

BEGINNING

thank  
theater  
thirteen  
thirty  
thirsty

END

bath  
mouth  
length  
death  
cloth

MIDDLE

nothing  
method  
faithful  
arithmetic  
anything

PRONUNCIATION OF θ IN PHRASES. BE CAREFUL!

1. through thick and thin
2. healthy, wealthy and wise
3. the fourth of the month
4. a truthful thought
5. the thunder of the earthquake

PRONUNCIATION OF  $\theta$  IN SENTENCES:

1. He had a theory that the theft took place in the cathedral.
2. I thought the path ran north, but something was wrong.
3. The bathtub is on the first room thirteen.
4. He cut his thumb for the third time on the thorns.
5. I think you should do something about your toothache.

PRONUNCIATION OF  $\theta$  WHILE CONCENTRATING ON MEANING: LISTEN AND REPEAT

1. He took a bath.
2. He opened his mouth.
3. He thinks he's hungry.
4. He doesn't have anything here.
5. He's a faithful servant.
6. He's the fourth one.
7. He hurt his thumb.
8. He had a birthday last week.
9. He went toward the north country.
10. He was thirsty by early afternoon.

PRONUNCIATION OF  $\theta$ , /s/, and /t/. READ THESE SENTENCES AND BE SURE TO DISTINGUISH CLEARLY BETWEEN THE KEY WORDS WHICH ARE UNDERLINED.

1. The path over the pass was cold and damp.
2. He didn't think the ship would sink so soon.
3. The rolling mill produced a special quality of thin tin.
4. The two sailors were both sitting in the boat.
5. The burned tank sank at once in the deep water.
6. She became sick from tick bites in the thick African jungle.
7. There wasn't a thing to sing about.
8. The mouse had a peculiar mouth.
9. The settlers lost their fourth fort to the Indians.
10. We thought they sought gold in the hills.

# PRACTICE SHEET

THE FOLLOWING WORDS ILLUSTRATE THE /th/ SOUND IN MONOSYLLABIC WORDS:

θ

bath	fourth	strength	thought	thump
berth	froth	teeth	thrash	thus
birth	growth	thank	thread	thwart
booth	hath	thatch	threat	tooth
breadth	health	thef	thresh	twelfth
breath	hearth	theme	threw	warmth
broth	mirth	thaw	three	wealth
cloth	mouth	thick	thrice	truth
couth	myth	thief	thrift	width
dearth	ninth	thigh	thrill	worth
death	north	thin	throat	wraith
depth	oath	thing	throb	wrath
doth	sixth	think	throng	wreath
earth	sloth	third	through	youth
faith	Smith	thirst	throw	
fifth	sooth	throng	thrush	
filth	south	thron	thrust	
fourth		thou	thud	

baths	smooth	their	these	though
bathe	soothe	them	they	thy
breathe	that	then	this	with
clothe	the	thence	those	wreathe
scathe	thee	there	thou	writhe
scythe				

θ

"Thirty thousand horsemen  
Threading their way through the glen."  
J. H. Carlyle

θ and ð

"How art thou out of breath when thou has breath  
To say to me that thou art out of breath?"  
Shakespeare

ð

"Hither and thither and whither---who knows? Who knows?  
Hither and thither--but whither--who knows?"  
J. F. Waller

PRACTICE WORDS FOR ॐ

thumb	both	wealth	breathy	deathless
think	myth	thirtieth	apothecary	enthusiasm

PRACTICE WORDS FOR ॐ

than	though	with	lithe	clothes	wreathes
thine	brother	loathe	bathed	mouthed	worthy
					thither

PRACTICE THE FOLLOWING COMBINATIONS OF WORDS FOR ॐ AND ॐ. THESE ARE IN CONSTANT USE IN DAILY SPEECH.

at the ...	call them...
eat that...	will thank them...
what they say...	they'll think...
in the...	the first third...
tune this...	old thing...
can think...	read the...
tell the...	feed them...
	heard them...

PRACTICE SENTENCES FOR ॐ AND ॐ.

1. The weather hinders their brothers.
2. They admire their father's lithe figure.
3. There were thoughtless thousands on the heath.
4. Their theatre tickets were thrust into their hats.
5. Those leather jackets are too thick.
6. Go with the thirteen ducks and get their feathers.
7. It was the end of thirty-three of the others.
8. Meet them at the theatre.
9. Write them to stop their threats.
10. Don't bother with them.

Nemoy, Elizabeth McGinley and Davis, Serena Foley:  
The Correction of Defective Consonant Sounds

/th/ voiceless θ

PRACTICE:

THELMA THINKS:

1. Theo
2. Your stick is too thick.
3. I forgot to say "Thank you."
4. It was a good thought.
5. My thimble is too big.
6. It is a thousand legger.

POEMS:

TH Jingle

Little Theo, so they say,  
And I think that it's the truth  
Pulled a thorn from Thelma's thumb  
And she thanked the thoughtful youth.

BIRTHDAY

Earth-day or birthday--  
Which the true mirth day--  
Birthday-day or earth-day--  
Which the well-worth day?

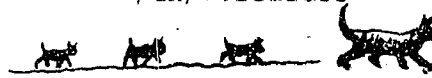
Unknown

QUOTATIONS AND PROVERBS:

1. The thorn comes forth with his point forward.
2. The thunder bolt hath but his clap.
3. The worth of a thing is what it will bring.
4. A soft answer turneth away wrath.
5. Think and thank God.



/th/voiceless



### THUMIKEN AND HER THREE LITTLE KITTENS

Once upon a time there was a little girl whose name was Thelma. She had a beautiful cat named Thumiken. Now Thumiken had three kittens called Thippy, Thibby, and Timmy.

One day a big dog named Theo ran after Thumiken and her kittens while they were taking a bath. The kittens were so terrified that they ran quickly to their mother.

Thumiken was not the least bit afraid and said, "Just watch me," and then she opened her mouth, showed her teeth and said, "Th, th, th," and the dog ran away as fast as he could.

But the kittens said, "If you had not been here, mother, Theo would have hurt us. Won't you show us how to frighten him away if he comes again?"

Thumiken said perhaps he would help them on Thursday.

The next day while Thelma was walking in the garden, she heard a faint "Th, Th, Th."

"Perhaps Theo is chasing Thumiken again," thought Thelma, as she heard again, "Th, Th, Th."

Then she saw Thumiken and her three little kittens, Thippy, Thibby, and Timmy, hiding among the thick bushes in the garden.

What do you think they were doing? Thumiken was showing them how to frighten dogs away. She was saying:

"Now if a big dog chases you, just open your mouth and show your teeth, like this. Raise your tongue, like this, and say, 'Th'."

"Isn't that thoughtful of Thumiken," thought Thelma, as she watched the kittens saying, "Th, Th, Th."

#### PRACTICE:

thick and thin  
thimble and thread  
north and south  
length and width

thorn and thistle  
thigh and thumb  
Edith and Ruth

Theo and Thelma  
mouth and teeth  
fourth and fifth

#### SENTENCES:

1. Thump! Thump! Thump! Have you Theo?
2. Beth may have Theo.
3. Maybe a thief may have Theo.
4. A thief? A thief?
5. Theo may be home, I hope.

#### CONTRAST SENTENCES: (F~TH)

1. The fin is very thin.
2. The boy got three free samples.
3. Do you think Mr. Fink will come?
4. I thought you fought him yesterday.
5. Fred brought some thread.

Nemoy, Elizabeth McGinley and Davis, Serena Foley:  
The Correction of Defective Consonant Sounds

/th/ voiced

PRACTICE:

1. The boy and the man came to see the lady.
2. The girl with red hair came with Thelma.
3. We bathe every day but the natives bathe once a week.
4. Theo and Theda brought apples with them. We will eat them if they are ripe.
5. They came, they worked, they won.
6. Honor thy father and thy mother.

CONTRAST: /D-TH/

dye - thy  
dense - thence  
den - then  
dare - there  
Dan - than

dine - thine  
day - they  
read - wreath  
seed - seethe  
ladder - lather

/V-TH/

vine - thine  
van - than  
vow - thou

lave - lathe  
leaves - leathes  
clove - clothe

WORD GROUPS:

I went  
She washed  
The bear ran  
The dentist pulled  
The kittens went  
I visited

their mother  
that tooth  
with Thelma  
to the booth  
her bathing suit  
with them

CONTRAST SENTENCES:

1. Tom did that today.
2. Dorothy did this for Arthur.
3. Do you like these doughnuts?
4. Did Dan do these today?

TH Jingle

Did you ever see together  
Sheaves of wheat in windy weather,  
Withered leaves in fields of heather  
All these growing, all together?

MOTHER GOOSE RHYMES

QUOTATIONS AND PROVERBS

1. Honor thy father and thy mother.
2. They that do nothing learn to do ill.
3. They that know one another salute afar off.
4. They that make laws must not break them.
5. Thou must be true thyself if thou the truth wouldst teach.

THE HOUSE THAT JACK BUILT

This is the house that Jack built.

This is the malt  
That lay in the house that Jack built.

This is the rat  
That ate the malt  
That lay in the house that Jack built.

This is the cat  
That killed the rat  
That ate the malt  
That lay in the house that Jack built.

This is the dog  
That worried the cat  
That killed the rat  
That ate the malt  
That lay in the house that Jack built.

This is the cow with the crumpled horn,  
That tossed the dog  
That worried the cat  
That killed the rat  
That ate the malt  
That lay in the house that Jack built.

This is the maiden all forlorn  
That milked the cow with the crumpled horn,  
That tossed the dog  
That worried the cat  
That killed the rat  
That ate the malt  
That lay in the house that Jack built.

This is the man all tattered and torn  
That kissed the maiden all forlorn  
That milked the cow with the crumpled horn,  
That tossed the dog  
That worried the cat  
That killed the rat  
That ate the malt  
That lay in the house that Jack built.

This is the priest all shaven and shorn  
That married the man all tattered  
and torn  
That kissed the maiden all forlorn  
That milked the cow with the crumpled  
horn  
That tossed the dog  
That worried the cat  
That killed the rat  
That ate the malt  
That lay in the house that Jack built

This is the cock that crowed in  
the morn  
That waked the priest all shaven  
and shorn  
That married the man all tattered  
and torn,  
That kissed the maiden all forlorn,  
That milked the cow with the  
crumpled horn.  
That tossed the dog  
That worried the cat  
That killed the rat  
That ate the malt  
That lay in the house that Jack built

This is the farmer sowing the corn,  
That kept the cock that crowed  
in the morn  
That waked the priest all shaven  
and shorn  
That married the man all tattered  
and torn,  
That kissed the maiden all forlorn  
That milked the cow with the  
crumpled horn.  
That tossed the dog  
That worried the cat  
That killed the rat  
That ate the malt  
That lay in the house that Jack built



Mother Goose

## TWO WRENS

Two wrens there were upon a tree;  
Whistle and I'll come to thee.  
Another came, and there were three;  
Whistle and I'll come to thee.  
You can't whistle any more,  
And there are none to show you.  
For being frightened, off they flew.

Mother Goose

THE PRACTICE OF  $\ominus$  AND  $\oslash$ .

## THE NORTH WIND

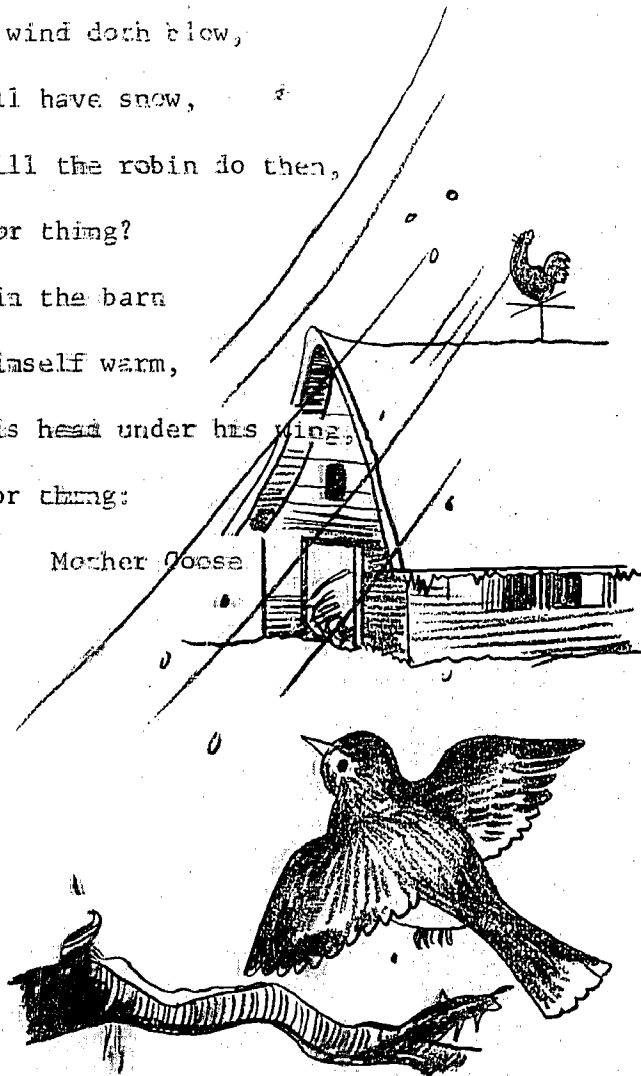
The north wind doth blow,  
And we shall have snow,  
And what will the robin do then,

Poor thing?

He'll sit in the barn  
And keep himself warm,  
And hide his head under his wing,

Poor thing:

Mother Goose



## RECOGNITION DRILL:

their	dare	they	day
though	dough	then	den
those	dose	thine	dine
loathing	loading	than	Dan
father	fodder	lather	ladder

## PRONUNCIATION OF ð IN WORDS:

### BEGINNING

these  
these  
than  
though  
they  
that

### MIDDLE

teethe  
further  
feather  
gather  
within  
although

### END

further  
teethe  
bathe  
lathe  
soothe  
breathe

## PRONUNCIATION OF ð IN PHRASES

1. the smooth leather
2. without the southern army
3. their father and mother
4. either this one or the other.
5. bathing in the soothing waters.

## PRONUNCIATION OF ð IN SENTENCES

1. They came to visit their other brother.
2. There was smooth sailing weather for the race.
3. Neither father nor mother kept the tickets.
4. None of them wanted the feather quilt, although it was new.
5. The clothing and the jewels all came together in a leather bag.

## PRONUNCIATION OF /t/, 0, /d/, and - in SENTENCES:

1. I thought he taught arithmetic at ten-thirty.
2. The dentist thought he should take out three of Tom's teeth.
3. The day dawned clear, although the weather man promised another downpour.
4. They decorated the birthday cake with the dolls.
5. My father and mother attended Don's wedding together.

## PRONUNCIATION OF ð AND /z/. READ THESE SENTENCES AND DISTINGUISH CLEARLY BETWEEN THE KEY WORDS WHICH ARE UNDERLINED.

1. Don't tease-the baby while he is teething.
2. They are having a closing out sale on old clothing.
3. The workers were lazing about near the lathes.
4. They were afraid to breathe for fear the slight breeze would disappear.
5. The city seethed with excitement after the rebels had seized the town hall.

FINAL "S, EZ AND Z" SOUNDS

HOW OUR MAIL BEGAN

When the first men came to our country, there was no way to send letters. There was not much need for mail then because there were so few towns.

As time passed, more and more towns grew up along the shores and waterways of our land. More people began moving to different places. When they did, they wanted to write their friends back home. They wanted to tell about John's cold, about how the crops were growing and whether the Indians were friendly.

But it was hard to send letters in those days. The roads were not much more than paths through the woods. And often there were Indians to fight. So most of the mail went by boats to towns along the shore.

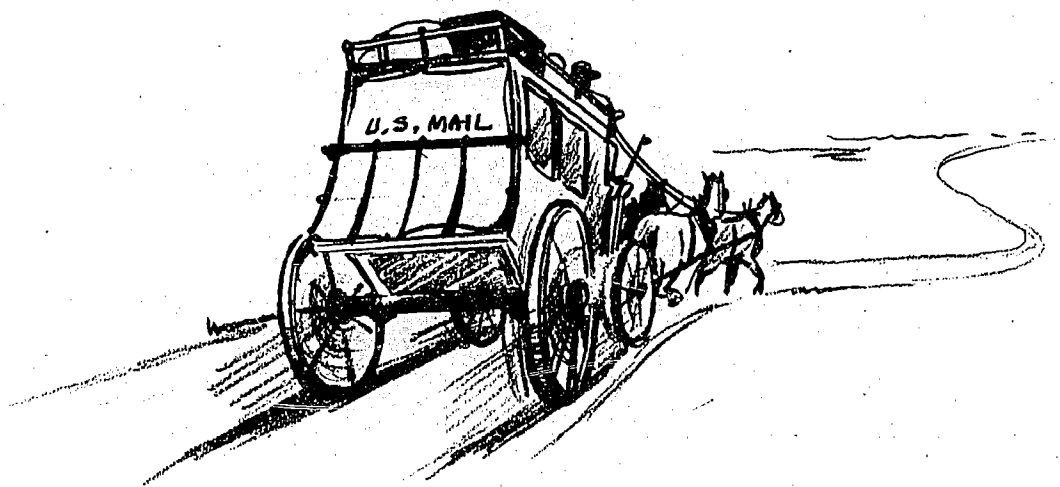
Sending mail by boats was all right sometimes. But in bad winds boats often went down. Settlers had to find better ways to send letters.

Soon towns and cities grew up in the West. Then men riding fast horses began to carry mail. This was the great Pony Express. These brave men rode alone. They rode over praries and mountains. They rode days and nights. Sometimes they were surprised by the Indians. Then they had to outride the Indians or be killed. The men of the Pony Express were very brave.

As new roads were made, stage coaches began to carry letters. Mail services became better and better. You could close your letters so no one could read them, too. Soon you could buy stamps at post offices. Stamps would take letters all the way across the United States in about a month.

Today your letters go across the country in the time between breakfast and supper. When they get to airports, trucks take them to post offices. Then a mailman in a car, or on foot, takes it to the person you sent it to.

Next time you mail a letter, stop and think. What a lot of things have had to happen so you could send a letter--or get a letter--as fast as you can today.



LAB II - ESL ENRICHMENT  
P-5-V and PP-7-V WEEK-3  
S, Z, IZ  
(REGENTS I - P. 49)

In the blanks at the right of the following words, write S or Z to show how the letter "s" is pronounced in each particular word.

- |                  |                    |
|------------------|--------------------|
| 1. also _____    | 23. has _____      |
| 2. busy _____    | 24. closes _____   |
| 3. this _____    | 25. easy _____     |
| 4. these _____   | 26. dress _____    |
| 5. those _____   | 27. pens _____     |
| 6. was _____     | 28. eyes _____     |
| 7. his _____     | 29. books _____    |
| 8. class _____   | 30. nose _____     |
| 9. goes _____    | 31. knows _____    |
| 10. some _____   | 32. tennis _____   |
| 11. first _____  | 33. seat _____     |
| 12. cousin _____ | 34. bus _____      |
| 13. tries _____  | 35. news _____     |
| 14. plays _____  | 36. house _____    |
| 15. movies _____ | 37. raise _____    |
| 16. case _____   | 38. peas _____     |
| 17. kiss _____   | 39. business _____ |
| 18. cats _____   | 40. days _____     |
| 19. dogs _____   | 41. does _____     |
| 20. puts _____   | 42. comes _____    |
| 21. likes _____  | 43. eats _____     |
| 22. brings _____ | 44. rose _____     |



Needles and pins, needles and pins,  
When a man marries, his trouble begins

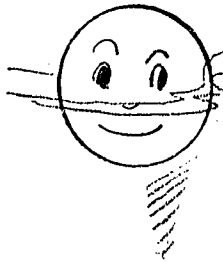
\*\*\*\*\*

When clouds appear like rocks and towers,  
The earth's refreshed by frequent showers,  
If wooly fleeces spread the heavenly way,  
No rain, be sure, disturbs the summer's day.

\*\*\*\*\*

Here lies me and my three daughters,  
Brought here by using seidlitz water:  
If we had stuck to Epsom salts  
We wouldn't have been in these here vaults

Steps, steps, steps, steps  
They take a lot of pep;  
But you get them by and by  
If you really, really try.  
Make steps, steps, steps,  
Steps, steps, steps.



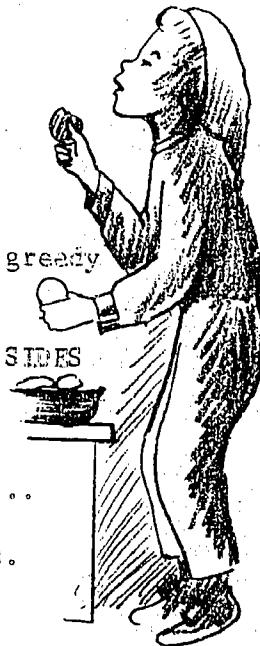
### THE MOON'S THE NORTH WIND'S COOKY

The moon's the North Wind's cooky.  
He bites it day by day,  
Until there's but a rim of scraps  
That crumble all away.

The South Wind is a baker,  
He kneads clouds in his den,  
And bakes a crisp new moon, that...greedy  
North...Wind...eats...again!

### LAUGHTER HOLDING BOTH HIS SIDES

Jest and youthful jollity,  
Quips and Cranks and Wanton Wiles,  
Nods and <sup>B</sup>ecks and Wreathed Smiles...  
Sport, that wrinkled Care derides,  
And Laughter holding both his sides.



### THE GOBLIN

A goblin lives in our house, in our house, in our house,  
A goblin lives in our house all the year around.

He bumps  
And he jumps  
And he thumps  
And he stumps.

He knocks  
And he rocks  
And he rattles at the locks.

A goblin lives in our house, in our house, in our house,  
A goblin lives in our house all the year round!



THE SHORT OO SOUNDSay clearly:

put	foot	look	shouldn't	cook
good	crook	wood	took	woolen
book	could	hook	shook	push
woman	should	wool	wouldn't	full
pull	would	couldn't	hood	stood

Can you hear the difference?

pull-pool	soot-suit	wooden-wound
look-Luke	stood-stewed	hood-who's
full-fool	should-shoed	foot-refuse
could-cool	took-tool	book-boot

Try saying these sentences:

Would this be a good book?

He shouldn't have stood on that foot.

Is your book in your room?

She took the book and put it away.

Who said good-bye?

Look at that pretty woman.

It's his school book.

Would some good food put you in a good mood?

Is that a good cook book?

Ruth should move to a good rooming house.

The parking lot was full.

ESL ENRICHMENT -  
oo as in food

moon	do	too	blue
noon	who	two	true
soon	whom	goose	truth
spoon	whose	roof	drew
cool	soup	room	grew
school	shoe	broom	fruit

READ THE FOLLOWING SENTENCES ALOUD, SLOWLY AND CAREFULLY. FIND THE WORDS CONTAINING THE SOUND OF oo AS IN food.

1. Ruth goes to our school.
2. She has a blue dress and a blue hat.
3. Ruth and I play in my playroom.
4. We play school every afternoon.
5. Ruth sits on a stool and is the teacher
6. She says, "Add two and two."
7. "Two times two are four," Ruth says.
8. After school, we sweep the room.

WORDS CONTAINING THE SOUND OF oo AS IN foot.

book	good	could	put
cooky	wood	would	bush
cook	stood	should	push
took	hood	wool	bushel
look	brook	full	butcher
looked	shook	pull	sugar

1. I have a book about Red Riding Hood.
2. Little Red Riding Hood lived near the woods.
3. The bushes in the woods were full of berries.
4. She picked a basket full for her grandmother.
5. There was a brook in the woods.
6. Near the brook stood a very large wolf.
7. Would you like to know more about the wolf?

THE C AS IN CHAIR; THE J AS IN JUDGESay these pairs of words:

H-age	cheep-jeep	jeep-cheep
match-Madge	choke-joke	joke-choke
rich-ridge	gin-chin	chin-gin
march-Marge	chin-gin	Madge-match
age-H	match-Madge	ridge-rich
Madge-match	rich-ridge	age-H
ridge-rich	H-age	H-age
Marge-march	age-H	march-Marge

Say:

page	catch	child	judge
judge	which	cheap	job
George	much	chair	jet
large	match	choose	joke

Try saying these sentences:

orange	orange	It was a Florida Orange.
carriage	carriage	That's a baby's carriage.
cottage	cottage	He lived in that cottage.
college	college	Her brother's in college.
language	language	That's his native language.
urge	urge	Try to urge him to change.
edge	edge	The car drove to the edge.
judge	judge	Tell it to the judge.

budge	budge	The stubborn mule wouldn't budge.
age	age	What's his age?
cage	cage	That's a bird cage.
page	page	Turn the page.
large	large	The shirt is too large.
charge	charge	What's the charge?
change	change	Count the change.
strange	strange	I felt strange.
village	village	He lives in a small village.
cabbage	cabbage	Buy a head of cabbage.
message	message	Did you get the message?
bridge	bridge	He crossed a large bridge.
porridge	porridge	Goldilocks ate the porridge.

/j/ [ʒ] as in judge

MAKING THE SOUND Start to make the /d/ sound by placing the tongue behind the upper front teeth, letting it drop as the [dʒ] which is a combination of both /d/ and /j/.

Sound Picture: JACK AND JILL

JOLLY JACK AND JILL

Go up Jolly Jack  
Go up Jolly Jill  
The well at the top is calling.

Go slow Jack and Jill,  
Go slow Jack and Jill;  
Oh, Oh, Jack begins to fall.

Down the hill he tumbles  
With the pail he fumbles,  
Listen to their laughter,  
As Jill comes tumbling after.

NURSERY RHYME QUIZ

TEACHER: Wee Willie Winkle ran through the town. What did Wee Willie wear?

SPEAKER: He wore a nightgown.

CLASS: He wore a nightgown.

TEACHER: Where did the little cat go?

SPEAKER: He went to London to see the queen.

CLASS: He went to London to see the queen.

TEACHER: What did Jack Horner say when he pulled out the plum?

SPEAKER: Jack said, "What a good boy am I!"

CLASS: Jack said, "What a good boy am I!"

TEACHER: Who was quick and jumped over a candlestick?

SPEAKER: Jack was nimble and Jack jumped over the candlestick.

CLASS: Jack was nimble and Jack jumped over the candlestick.

TEACHER: Why did Old Mother Hubbard go to the cupboard?

SPEAKER: She went to the cupboard to get her poor dog a bone.

CLASS: She went to the cupboard to get her poor dog a bone.

TEACHER: What did the rat eat in "This is the house that Jack Built?"

SPEAKER: The rat ate the malt in "This is the House that Jack Built."

CLASS: The rat ate the malt in "This is the House that Jack Built."

TEACHER: Who ate the rat in "This is the House that Jack Built?"

SPEAKER: The cat ate the rat in "This is the House that Jack Built."

CLASS: The cat ate the rat in "This is the House that Jack Built."

TEACHER: Who worried the cat in "This is the House that Jack Built?"

SPEAKER: The dog worried the cat in "This is the House that Jack Built."

CLASS: The dog worried the cat in "This is the House that Jack Built."

From: Crowell, F. L., Jr., Modern Spoken English, Mc-Graw Hill, N.Y.

/j/ sound

PRACTICE THE FOLLOWING PAIRS:

Yale-jail	yet-jet
Yam-jam	yoke-joke
yard-jarred	you-Jew
year-jeer	use (verb) - Jews
yellow-Jello	use (noun) - Juice
yell-jell	

PRACTICE THESE SENTENCES. WATCH YOUR INTONATION.

1. He's going to Yale.
2. The earthquake jarred the house.
3. Don't yell; I can hear you.
4. He hasn't seen a jet yet, has he?
5. Carrying a yoke is no joke.
6. Do Jews use that synagogue?
7. Do you like jam?
8. The crowd jeered the umpire.
9. Lemon Jello is yellow.
10. He has no use for juice.

REVIEW /dz/ and /dʒ/:

leads - liege	aids - age	Ed's - edge
seeds - siege	raids - rage	heads - hedge
ride - ridge	wades - wage	buds - budge
	dreads - dredge	

MORE PRACTICE SENTENCES:

1. People often refer to the siege of troy.
2. She's Ed's wife.
3. Almost every student dreads an exam.
4. She follows wherever he leads.
5. What's his age?
6. They have a hedge around their house.
7. That job doesn't pay a living wage.
8. That powder rids dogs of fleas.

/ch/ /tʃ/ as in Charlie

MAKING THE SOUND Start to make the /tʃ/ sound by placing the tongue behind the upper front teeth, letting it drop as the /tʃ/ sound is made. This produces the /tʃ/ which is a combination of both the /t/ and /sh/. The tongue must drop quickly in order to make a clear /tʃ/.

SOUND PICTURE: Sneezing Make the sneezing sound with Charlie.  
(Be sure to cover your mouth when you sneeze.)

AT-CHOO

GIRLS: Charlie wouldn't wear his boots  
As he went out to play  
He even lost his sweater  
On that cold and rainy day.

ALL: So Charlie started sneezing  
At-Choo, At-Choo, At-Chee  
Cover up your sneezes, Charlie  
Don't give your sneezes to me!  
At-Choo, At-Choo, At-Chee!

BOYS: Charlie played in the water,  
He even played in the sea,  
Without his boots and sweater on.  
What a foolish boy was he!

ALL: So Charlie started sneezing,  
At-Choo, At-Choo, At-Chee.  
Cover up your sneezes, Charlie,  
Don't give your sneezes to me!  
At-Choo, At-Choo, At-Chee!

TEACHING THE SOUND: Both the tip and blade of the tongue need to be in firm contact with the ridge behind the upper front teeth in order to create a distinct friction sound, as the tongue drops and the air is released. It should be forceful but not a staccato sound. It is longer and more pronounced than the sound of /ʃ/. The correct use of the tongue is the key to the production of this sound. Consciously work for better tongue control.

"DROP THE TONGUE"

SAY THE WORDS:

Drop, drop, drop  
Drop, drop, drop  
Drop, drop, drop and stop.

SOUNDS:

/t/ /t/ /t/  
/t/ /t/ /ʃ/  
/t/ /t/ /tʃ/ /tʃ/ /tʃ/ /tʃ/



Practice the [ tʃ ] sound in this arrangement of an old traditional rhyme.

Teacher: Who is fair of face?

Class: Monday's child.

Teacher: Who is full of grace?

Class: Tuesday's child.

Teacher: Who is full of woe?

Class: Wednesday's child.

Teacher: Who has far to go?

Class: Thursday's child.

Teacher: Who is loving and giving?

Class: Friday's child.

Teacher: Who works hard for a living?

Class: Saturday's child.

Teacher: Who is the child who is bonnie and gay?

Class: The child who is born on Sabbath day.

#### BASEBALL WORD GAME

Do we-change the picture or the pitcher?

Did we get a new pitcher or a new picture?

Do we-sell the pitcher or the picture?

Do we-take out the pitcher or the picture?

Who is your favorite picture or Who is your favorite pitcher?

PRACTICE THE FOLLOWING WORDS:

seat - sheer - cheat  
seer - shear - cheer  
sip - ship - chip  
sop - shop - chop  
mass - mash - match  
sock - shock - chock  
sue - shoe - chew

sews - shows - chose  
Swiss - swish - switch  
seep - sheep - cheap  
sin - shin - chin  
sues - shoes - choose  
lass - lash - latch  
lease - leash - leech

SENTENCES:

1. Please sit in that seat.
2. You'd better shut the windows and latch them.
3. Please switch off the light when you leave.
4. A prophet is a seer.
5. Mr. Shin isn't related to Mr. Chin.
6. Chew your food thoroughly before you swallow it.
7. She sews very well.
8. You'll get a shock from that socket.
9. Are you going to the boxing match tonight?
10. That's cheap at any price.
11. She's eaten all the cheese.
12. Do you like chipped beef?
13. Those aren't the shoes I'd choose.
14. He's got to chop some wood for the fire.
15. I'm not going to renew the lease on my apartment.

REVIEW - /tʃ/ and /dʒ/:

chin - gin  
char - jar  
cheer - jeer

chest - jest  
choke - joke  
chunk - junk  
chump - jump

batch - badge  
rich - ridge  
braeches - bridges

MORE SENTENCES:

1. The British drink a lot of gin.
2. If they like you, they'll cheer; if they don't, they'll jeer.
3. You musn't call anybody a chump.
4. Put the tip of your tongue on your tooth ridge.
5. Do you want a jar of cherries?
6. The doctor examined the boy's chest.
7. Don't get mad; it was only a joke.
8. The detective showed his badge to the policeman.
9. How many bridges are there to cross?

FINAL "S, EZ, AND Z" SOUNDS

PP-7-V

Listen to your endings. Say these words clearly:

/s/	/ez/	/z/
maps, tapes, stamps	uses, places, taxes	ties
seats, lights	ashes, wishes, edges	clubs, Abe's
checks, headaches, snakes	garages, quizzes	Ed's, waves
roofs, staffs	matches, judges	eggs, wives
coughs, Ralph's	notices, kisses	lathes, clothes
helps, stops, wipes	uses, oozes, buzzes	names, claims
wants, fits, rotates	rushes, cashes	songs, kings
works, takes, checks	reaches, itches	fans, Anne's
satellites, photographs	changes, obliges	car's, cars

Say these sentences:

John walks to school.

He says his head aches.

Mary knits her own sweaters.

Eggs are cheaper downtown.

The chorus sings well.

Joe's ties are too loud.

Bill wishes he could be here.

Do servicemen pay taxes?

You'll find Tom downstairs.

The raft floats over the waves.

The bank cashes checks on Mondays.

Most garages close on Sundays.

She notices the latest styles.

He helps his speech with tapes.

The judges announced the winner.

The satellites are taking photographs.

THE "F AND V SOUNDS"

Put a circle around every "f" and "v" sound you find in the following story. Then read the story aloud in a strong, clear voice.

LIVING IN TODAY'S WORLD

Living today is different from what living was when our grandparents were young. Machines are important today. Only a few years ago most of the work of the world was done by hand. Today we use machines for everything. In the home we have machines for washing clothes and washing dishes. We have all kinds of machines. In the street, in the office, everywhere, some new invention is always doing something for us. Electric lights, telephones, the movies, and thousands of other inventions make our lives easier. We live in a very fast machine age.

Machines have helped the lives of people all over the world. They have made possible all kinds of goods. Now families everywhere can drive cars, buy refrigerators, washing machines, television sets, factory-made clothing, and thousands of other things which our grandparents did not have.

\*\*\*\*\*

Are you sure of these words? Say them clearly, aloud!

telephones	invention	everywhere	everything	television
refrigerators	living	different	from	very
free	few	of	have	for
office	movies	lives	live	fast
over	families	drive	factory	

THE V AND T SOUNDS

## (REVIEW)

Say these words clearly:

five	visit	of	move	wait	bit
verb	vegetable	over	have	wrote	it
vowel	seven	ever	leave	mate	taught
vacant	eleven	every	believe	plate	though
vacation	seventeen	never	twelve	late	might
value	seventy	several	cave	light	cost
November	evening	live	drive	height	last

Can you hear the difference?

belief-believe	leaf-leave	shuffle-shovel	bet-bed
feel-veal	half-halve	fine-vine	mate-made
life-alive	fan-van	fat-vat	light-lied

Try saying these sentences:

Five and seven make twelve.

Do you find English verbs very difficult?

I'd like to move to that vacant house.

She's always at least ten minutes late.

Today is cold, isn't it?

The best tickets cost five dollars.

T AND D SOUNDSSay these words clearly:

tell	cigarette	eating	day	don't	good-bye
two	wet	sitting	D	doing	could
12, 10	sit	button	do	didn't	would
talk	let	mountain	did	idea	should
tall	little	bitten	done	anybody	had
not	better	written	doctor	condition	find
get	butter	satin	December	good	hold
later	gotten	dollar	bad	road	

Now, can you hear the difference?

tip-dip	matter-madder	two-do	bitter-bidder
bet-bed	wait-wade	latter-ladder	height-hide
rot-rod	satin-sadden	written-ridden	late-laid
tie-die	wrote-rode	bit-bid	light-lied
town-down	mate-maid	plate-played	dough-toe

Say these sentences: Be careful of your t's and d's.

Tell Dot to do it.	Try to talk English all the time.
Today is cold, isn't it?	The old roads are in bad condition.
This is a better bottle of pop.	You'd better put a little butter on it.
Can you tell me the time?	Sixteen times two equals thirty-two.
It was written by Mark Twain.	A good doctor wouldn't do that.
Ted had a good idea, didn't he?	Don't button the bottom button of your jacket.

SK, SP, ST, SOUNDSSay the following words twice:

skin	skip	asks	especially	lost
sky	escape	risks	expensive	tastes
school	ask	task	hospital	tests
scold	desk	tasks	grasp	bedspread
skate	desks	speak	grasps	whiskers

Can you hear the difference?

desk-desks	rest-rests	steam-steel
ask-asks	miss-mist	most-mostly
grass-grasps	lease-least	dust-dusk
speed-speak	spool-spoon	skip-skit
test-tests	stock-stop	lisp-list

Try saying these sentences:

Thirty desks	There are thirty desks in the schoolroom.
Lost a history book	Ask Mister Skinner if he lost a history book.
Almost all	Almost all the streets in Salt Lake City are straight.
Scrambled eggs	I'd like scrambled eggs, please.
This hospital	This hospital is especially good.
Spring day	Today is a splendid spring day.
On the last test	I did best on the last test.
Let's stop to rest	Let's stop and rest on the grass.

THE K AND G SOUNDS

## (REVIEW)

Say these words clearly:

come	back	car	check	dog
welcome	key	coffee	breakfast	big
talk	instruction	look	came	egg
call	American	book	cat	garden
take	buckle	like	cake	dialogue
make	luck	can	steak	cigarette

Can you hear the difference?

come-gum	pick-pig	leak-league	pluck-plug
cane-gain	curl-girl	could-good	muck-mug
Kate-gate	duck-dug	cull-gull	came-game

Try saying these sentences:

Coffee for breakfast	Most Americans have coffee for breakfast.
Cash a check	Where can I cash a check?
Six o'clock	Call me at six o'clock.
Looking for work	Is he looking for work in a factory?
Eggs, cigarettes and sugar	The girl bought eggs, cigarettes and sugar.
Go to the bank	I've got to go to the bank to cash a check.
Coffee and eggs	He always gets coffee and eggs for breakfast.

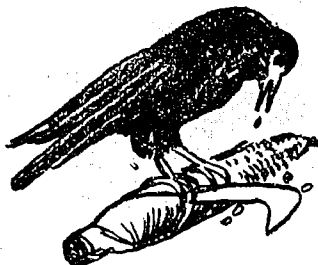


the sound of /k/

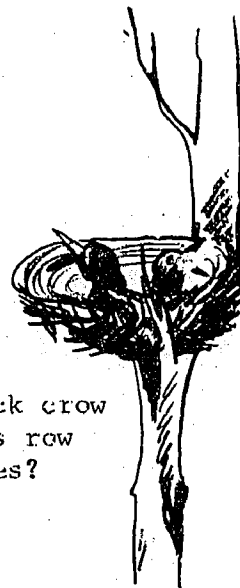
MAKING THE SOUND: To make the sound of /k/, put your tongue down behind your lower teeth and cough gently, k - k - k - k - k.

SOUND PICTURE: Cawing MAKE THE CAWING SOUND IN THE FOLLOWING RHYMES:

#### THE CROW FAMILY



A mother crow flew to a tree,  
caw-caw-caw.  
And this is what she went to see,  
caw-caw-caw.  
Her baby crows in the nest,  
Quietly taking a little rest,  
caw-caw-caw.



#### THE OLD BLACK CROW

GIRLS:

"Caw, caw, caw," sings the old black crow  
As he eats the corn in the farmer's row  
Is he thanking the farmer as he goes?  
Eating and eating down the rows,

ALL:

"Caw, caw, caw,"

BOYS:

"I've had my dinner, I'd better go.  
It's time for me to be on my way,  
But, I'll come back another day.

ALL:

"Caw, caw, caw."

USING THE SOUND: Irregularities in writing the sound of /k/ confuse both the native speaker and the speaker learning English as a Second Language.

#### LETTERS

k	sounds like
c	sounds like
ch	sounds like
ck	sounds like
kh	sounds like
cc	sounds like
q	sounds like
x	sounds like

#### SOUNDS

/k/	in king
/k/	in coins
/k/	in echo
/k/	in luck - pick
/k/	in khaki
/k/	in account
/k/	in quick
/ks/	in box

The letter c may make the sounds of /k/ or /s/. Generally c is pronounced /k/ at the end of a word.

Use the dictionary when there is any question about the pronunciation of ch. Ch makes the /k/ sound in character, chemistry, and Christmas, but not in many other words, such as chagrin, champagne, and chalet.

The sound of /k/

PRACTICE WORDS FOR /k/

cook              kink              chimeric              cuckoo              coccyx              colloquy  
crackling        expects            curious              climactic            consequence

PRACTICE: Catharine's calico frock was puckered in the back.  
They look like Clara's Christmas books.

FOR PRACTICE OF /k/:

Kick with your left,  
Kick with your right  
Kick, tap, kick, tap.

Tap to your left,  
Tap to your right.  
Tap, kick, tap, kick.

S.M.A.

HICKORY DICKORY

Hickory, dickory, dock!  
The mouse ran up the clock;  
The clock struck one,  
And down he run,  
Hickory, dickory, dock.

Mother Goose

THE CATS OF KILKENNY

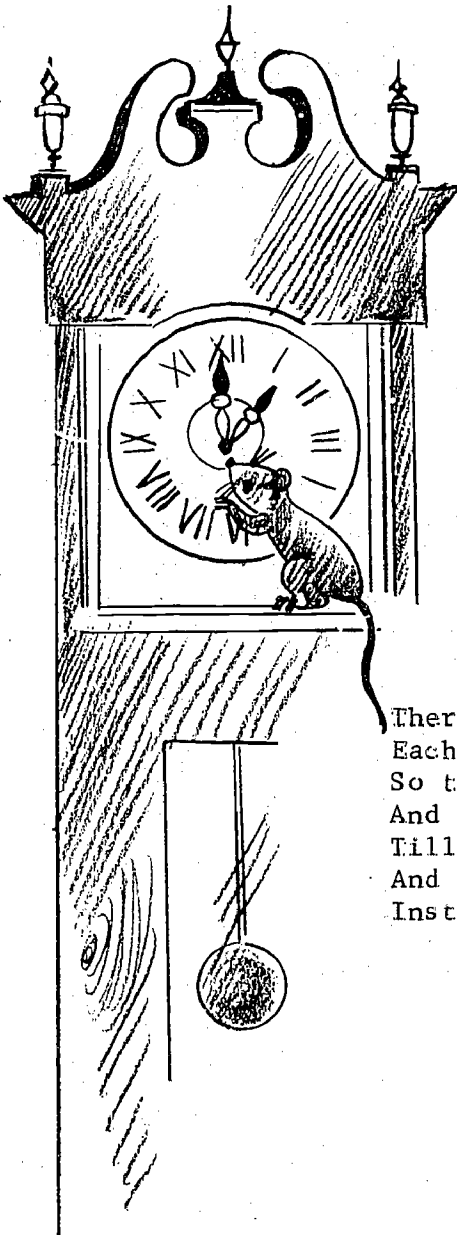
There were once two cats of Kilkenny,  
Each thought there was one cat to many;  
So they fought and they fit,  
And they scratched and they bit,  
Till, excepting their nails  
And the tips of their tails,  
Instead of two cats, there weren't any.

Mother Goose

A DUCK AND A DRAKE

A duck and a drake,  
And a halfpenny cake,  
With a penny to pay the old baker.  
A hop and a scotch  
In another notch,  
Slitherum, slatherum, take her.

Mother Goose



The sound of /k/

PRACTICE WORDS

ark	hack	peck
ask	hock	pick
back	honk	plank
bank	husk	pluck
bark	ink	prank
bask	junk	prick
blank	keg	prank
blink	kept	quilt
brink	kick	quick
buck	kid	quit
brisk	knack	quest
bulk	lack	quart
cash	lark	quack
click	lock	rack
crock	luck	rink
dark	mark	risk
deck	mask	rock
Dick	milk	sack
disk	mink	sick
drank	monk	silk
duck	musk	skid
dunk	nick	skim
dusk	Nick	skin
elk	park	skip

IDIOMATIC EXPRESSIONS

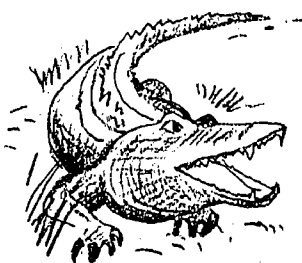
1. You must give an account of yourself.
2. Don't forget that circumstances alter cases.
3. The doctor gave me bitter medicine.
4. The argument cuts no ice with me.
5. The meeting was a knock down and drag out affair.
6. That is putting the cart before the horse.
7. Actions speak louder than words.

## The sound of /g/

**MAKING THE SOUND:** To make the sound of /g/, put your tongue down behind your lower teeth and make the voice go. g-g-g-g-g-g-g-g-g.

**SOUND PICTURE:** Gunking USE THE GUNKING SOUND TO SCARE THE ALLIGATOR AWAY.

### GO AWAY, MR. ALLIGATOR



Over in the pond under a tree  
Lived a mother frog  
And her little froggies three.  
"Gunk," - said the mother,  
"We gunk," - said the three  
Please Mr. Alligator,  
Stay away from our tree.  
Gunk - gunk - gunk.

Over in the pond and late that night,  
The poor little froggies had a bad fright.  
"Gunk," - said the mother,  
"We gunk," - said the three,  
"Go away," Mr. Alligator,  
"You can't catch me."

So they gunked and were happy  
By their home near the tree,  
The mother and the froggies -  
One, two, three.

Adapted from "Over in the Meadow,"  
Mother Goose

### USING THE SOUND

Pronunciation rules for the letter g based on spelling are confusing because of the exceptions that must be made to any general rule.

#### LETTERS

#### SOUNDS

g	sounds like	/g/	in gold
gg	sounds like	/g/	in bigger
gh	sounds like	/g/	in ghetto, but
		/f/	in laughter, enough
g	<u>does not</u> sound like	/g/	in gem, gesture, gin
ge	on the end (marriage - does not sound like /g/)		
g	is silent in gnaw, snarled, gnome.		

### PRACTICE WORD FOR /g/

girl  
bigot  
begged  
dragon

egg  
gray  
Griges  
auxiliary

gag  
glow  
legume  
augury

lagging  
guava  
goggles  
giggled

PRACTICE OF /g/:

"Go, ~~gee~~ thee gone!"

"The Gold of the Gods that spared not, and the greedy that have been . . .  
There Sigurd seeth moreover Andvari's Ring of Gain,  
The hope of Loki's finger, the Ransom's utmost grain;  
Then laughed the son of Sigmund, and stooped to the golden land,  
And gathered the first of the harvest and set it on his hand."

William Morris

Jiggety, jiggety, jog,  
The pig became a hog.  
The pig did jog, the hog did jog,  
Jiggety, jiggety, jog.

Jo Ann Konrad Lally

LITTLE GIRL, LITTLE GIRL

Little girl, little girl, where have you been?  
Gathering roses to give to the Queen.  
Little girl, little girl, what gave she you?  
She gave me a diamond as big as my shoe.

Mother Goose

DAME GET UP

Dame, get up and bake your pies,  
Bake your pies, bake your pies,  
Dame, get up and bake your pies,  
On Christmas Day in the morning.

Mother Goose

GRAY GOOSE AND GRAY GANDER

Gray Goose and gray gander,  
Waft your wings together  
And marry the good king's daughter  
Over the one stand river.

TWO LITTLE DOGS

Two little dogs	Said one little dog
Sat by the fire,	To the other little dog,
Over a fender of coal-dust:	"If you don't talk, why,
	I must."

Mother Goose

PRACTICE SHEET FOR MAKING AND ACKNOWLEDGING INTRODUCTIONS

Remember that in making introductions, speak the name clearly. Everyone likes to have his name pronounced correctly. Always try to say something about one of the persons to help the conversation get started.

BOOTH 1, 3, 5: Introduce your friend (in 2, 4, or 6) to:  
(2, 4, 6 acknowledge)

1. Mary, your friend from Albuquerque.
2. Mr. Webster, your principal.
3. Mr. Burnett, your teacher.
4. Sam Dunne, a player on a visiting team.
5. Your mother.
6. Your grandfather.
7. Martha Robinson, a girl friend.
8. Roger Burton, an uncle from home.
9. Dr. Bunderson, your doctor.
10. Mrs. Capps, the party hostess.

BOOTH 2, 4, 6: Introduce your friend in (1, 3, or 5) to:  
(1, 3, 5 acknowledge)

1. Your young sister, Louise.
2. Your teacher, Mr. Marshall.
3. Your friend, Tom Keene.
- Actor John Wayne from Hollywood.
5. Your grandmother.
6. Your employer, Mr. Kent.
7. Ruth Murphy, a friend.
8. Mrs. Borders, your teacher.
9. Mrs. Webster, the party hostess.

COMPARISON OF ADJECTIVES

<u>Positive</u>	<u>Comparative</u>	<u>Superlative</u>
old	older	oldest
small	smaller	smallest
beautiful	more beautiful	most beautiful

Use the comparative. Include the word than:

- Helen is -----(young) \_\_\_\_\_ Mary. (~~younger~~ than)
- This book is \_\_\_\_\_ (interesting) \_\_\_\_\_ that one.
- Oranges are \_\_\_\_\_ (sweet) \_\_\_\_\_ lemons.
- The weather today is \_\_\_\_\_ (warm) \_\_\_\_\_ it was yesterday.
- The exercise is \_\_\_\_\_ (easy) \_\_\_\_\_ the last one.
- Helen is \_\_\_\_\_ (intelligent) \_\_\_\_\_ her sister.
- The month of February is \_\_\_\_\_ (cold) \_\_\_\_\_ the month of March.
- I am \_\_\_\_\_ (tired) \_\_\_\_\_ I was last night.
- Our classroom is \_\_\_\_\_ (large) \_\_\_\_\_ your classroom.
- This lesson is \_\_\_\_\_ (long) \_\_\_\_\_ the next one.
- You seem to be \_\_\_\_\_ (busy) today \_\_\_\_\_ you were yesterday.
- To me New York City is \_\_\_\_\_ (interesting) \_\_\_\_\_ Washington.
- Park Avenue is \_\_\_\_\_ (wider) \_\_\_\_\_ Main Street.
- This book is \_\_\_\_\_ (good) \_\_\_\_\_ the last one I read.
- The month of February is \_\_\_\_\_ (short) \_\_\_\_\_ the month of March.
- The sea looks \_\_\_\_\_ (peaceful) today \_\_\_\_\_ it looked yesterday.
- Your pronunciation is \_\_\_\_\_ (good) \_\_\_\_\_ John's.
- Prices are \_\_\_\_\_ (high) this year \_\_\_\_\_ they were last year.
- The Mississippi River is much \_\_\_\_\_ (deep) in some places \_\_\_\_\_ in others.
- These flowers are \_\_\_\_\_ (beautiful) \_\_\_\_\_ those in your garden.

## COMPARISON OF ADJECTIVES

CHANGE THESE ADJECTIVES TO THEIR COMPARATIVE AND SUPERLATIVE FORMS.

POSITIVE	COMPARATIVE	SUPERLATIVE
1. sunny		
2. mighty		
3. blue		
4. healthy		
5. bright		
6. drowsy		
7. swift		
8. fancy		
9. grave		
10. sharp		
11. <del>hungry</del>		
12. <del>proud</del>		
13. homely		
14. gay		
15. pale		
16. juicy		
17. plain		
18. sorry		
19. cheap		
20. silly		
21. jolly		
22. late		
23. dusty		
24. cozy		
25. crazy		



ADJECTIVES AND ADVERBS - COMPARISON  
REGENTS II - P. 72

1. John is (tall) his brother.
2. This book was (expensive) that one.
3. Helen is not (old) I.
4. She can speak English (good) the teacher.
5. John can't swim (fast) I.
6. I came (soon) possible.
7. I did (good) I could on the examination
8. The boy ran home (fast) his legs could carry him.
9. Telephone me (soon) you get home.
10. I don't think it is (cold) it was yesterday.
11. He came (quick) as he could.
12. She can do the work (easy) I.
13. I am not (tired) I was yesterday.
14. She doesn't work (hard) the other students.
15. Your pronunciation is certainly (good) mine.
16. We go to the movies (often) we can.
17. Naturally, I cannot speak English (rapid) the teacher.
18. I do my homework (careful) I can.
19. She plays the piano (beautiful) anyone I have ever heard.
20. He is almost (rich) Rockefeller.
21. She visits us (often) she can.
22. I telephoned to you (soon) I could.

## PAST TENSE OF VERBS

Change these verbs to the past tense by adding d or ed. Double the final consonants or change final y to i before adding ed when necessary.

- |              |              |
|--------------|--------------|
| 1. snap      | 26. club     |
| 2. select    | 27. rap      |
| 3. amount    | 28. alarm    |
| 4. shop      | 29. plug     |
| 5. hurry     | 30. happen   |
| 6. suppose   | 31. slip     |
| 7. slap      | 32. pay      |
| 8. ram       | 33. drug     |
| 9. defeat    | 34. strip    |
| 10. tag      | 35. connect  |
| 11. coach    | 36. slam     |
| 12. study    | 37. outline  |
| 13. dot      | 38. spot     |
| 14. bar      | 39. frighten |
| 15. scrap    | 40. pity     |
| 16. bandage  | 41. clap     |
| 17. dim      | 42. outfit   |
| 18. multiply | 43. deserve  |
| 19. peg      | 44. hum      |
| 20. glue     | 45. fret     |
| 21. pat      | 46. arrive   |
| 22. scorch   | 47. repay    |
| 23. swat     | 48. compare  |
| 24. marry    | 49. blot     |
| 25. agree    | 50. sip      |

CLASSROOM ENRICHMENT  
LAB I      SCRIPT S-2-V

VERBS: Irregular past tense forms (changing present to past using both the preterit and did with the past).

USE THIS AS AN ORAL AND/OR WRITTEN EXERCISES

be in  
He began.  
He did begin.

draw  
She drew  
She did draw

see  
I saw  
I did see

drink  
He drank  
He did drink

eat  
They ate  
They did eat

know  
I knew  
I did know

tell  
He told  
He did tell

shine  
It shone  
It did shine

bring  
I brought  
I did bring

catch  
He caught  
He did catch

run  
They ran.  
They did run.

sit  
She sat  
She did sit

Take  
He took  
He did take

write  
They wrote  
They did write

lose  
I lost  
I did lose

teach  
She taught  
She did teach

bite  
She bit  
She did bite

break  
I broke  
I did break

feel  
They felt  
They did feel

buy  
He bought  
He did buy.

SENTENCES: LISTEN AND REPEAT.

1. Mary lost her purse. Mary did lose her purse.
2. Jim grew one foot taller this summer. Jim did grow one foot taller.
3. JoAnne spoke to the GAA meeting. JoAnne did speak to the GAA meeting.
4. The earth shook during the storm. The earth did shake during the storm.
5. I rode to Chicago this summer. I did ride to Chicago this summer.

THAT, THOSE

In each of the following sentences, change the noun-subject from singular to plural form. Accordingly, change That to Those: also change verb from is to are to agree with new plural subject:

Example:

That book is new.

Those books are new.

1. That man is French. \_\_\_\_\_
2. That seat is occupied. \_\_\_\_\_
3. That apple is green. \_\_\_\_\_
4. That woman is sick. \_\_\_\_\_
5. That lesson is easy. \_\_\_\_\_
6. That bus is full. \_\_\_\_\_
7. That cat is pretty. \_\_\_\_\_
8. That boy is cleaver. \_\_\_\_\_
9. That building is very old. \_\_\_\_\_
10. That door is locked. \_\_\_\_\_
11. That dress is expensive. \_\_\_\_\_
12. That child is hungry. \_\_\_\_\_
13. That window is open. \_\_\_\_\_
14. That exercise is difficult. \_\_\_\_\_
15. That rug is dirty. \_\_\_\_\_
16. That box is heavy. \_\_\_\_\_
17. That girl is atteactive. \_\_\_\_\_
18. That office is closed. \_\_\_\_\_
19. That chair is broken. \_\_\_\_\_
20. That apartment is large. \_\_\_\_\_

THIS, THESE

In each of the following sentences, change the noun subject from singular to plural form. Accordingly, change This to These: also change verb from is to are to agree with new plural subject:

Example:

This book is new.

(Say both sentences)

These books are new.

1. This book is new. \_\_\_\_\_
2. This exercise is not difficult. \_\_\_\_\_
3. This letter is for you. \_\_\_\_\_
4. This window is open. \_\_\_\_\_
5. This room is warm. \_\_\_\_\_
6. This class is interesting. \_\_\_\_\_
7. This man is tired. \_\_\_\_\_
8. This office is closed. \_\_\_\_\_
9. This orange is sour. \_\_\_\_\_
10. This box is heavy. \_\_\_\_\_
11. This lesson is easy. \_\_\_\_\_
12. This seat is occupied. \_\_\_\_\_
13. This girl is sick. \_\_\_\_\_
14. This street is very wide. \_\_\_\_\_
15. This town is very old. \_\_\_\_\_
16. This boy is thirsty. \_\_\_\_\_
17. This sandwich is for you. \_\_\_\_\_
18. This bus is full. \_\_\_\_\_
19. This dog is lost. \_\_\_\_\_
20. This cat is hungry. \_\_\_\_\_

SUBJECTS: HE/ SHE/ IT WITH PRESENT TENSE

Pronounce your verb endings clearly: Say:

I run fast	I arrive on time.	She teaches in a school.
You run fast.	You arrive on time.	She works in an office.
He runs fast.	He arrives on time.	He eats lunch in school.
She runs fast.	She arrives on time.	
It runs fast.	It arrives on time.	It keeps good time.

Mary \_\_\_\_\_ in a school.

\*John \_\_\_\_\_ with his family.

Say the above sentence using these verbs:

\* Say the above sentence using these verbs:

teaches	reads books	lives	goes to town
works	writes lessons	travels	does the shopping
studies	studies English	rides	enjoys working
eats lunch	does assignments	corresponds	visits relatives

Answer "no" to the following questions. Follow the example:

Does he have a car? (bicycle) No, he doesn't have a car. He has a bicycle.

Does she like to do housework? (cook) No, she doesn't \_\_\_\_\_ She \_\_\_\_\_

Does she want to be a clerk? (nurse) No, she doesn't \_\_\_\_\_ She \_\_\_\_\_

Does the boy see his grandfather? (grandmother) No he doesn't \_\_\_\_\_ He \_\_\_\_\_

Does Mr. Smith live in town? (on a farm) No he doesn't \_\_\_\_\_ He \_\_\_\_\_

Does he know their son? (daughter) \_\_\_\_\_

Does he speak English? (Navajo) \_\_\_\_\_

Does he teach science? (mathematics) \_\_\_\_\_

SUBJECTS: HE/ SHE/ IT WITH PRESENT TENSE

(REVIEW)

Put the following sentences in the present tense:

She understood the story. She \_\_\_\_ She spoke English well. She \_\_\_\_  
 She worked for a doctor. She \_\_\_\_ She liked to do housework. She \_\_\_\_  
 The bus stopped here. The bus \_\_\_\_ The plane left at 7 sharp. The plane \_\_\_\_  
 He knew his lessons. He \_\_\_\_ He rode the school bus. He \_\_\_\_  
 She did office work. She \_\_\_\_ She took care of the house. She \_\_\_\_  
 The clock ran slow. The clock \_\_\_\_ He lived on that street. He \_\_\_\_  
 He believed everything you said. A pound of coffee cost \$1.00. \_\_\_\_  
 He \_\_\_\_

Answer "no" to the following questions. Follow the example.

Does he eat dinner at 6 o'clock? (7) No, he eats dinner at 7 o'clock.  
 Does she want cereal for breakfast? (eggs) No, she \_\_\_\_  
 Does he get up early? (late) No he \_\_\_\_  
 Does he see John on Monday? (Wednesday) No, he \_\_\_\_  
 Does he go to school? (work) No he \_\_\_\_  
 Does she listen to the radio? (TV) No, she \_\_\_\_  
 Does he read books? (magazines) No, he \_\_\_\_  
 Does your father write to you? (Mother) No, my \_\_\_\_  
 Does this cost very much? (very little) No, this \_\_\_\_  
 Does your friend live here? (there) No, my \_\_\_\_  
 Does the lesson sound difficult? (easy) No, it \_\_\_\_

THE FINAL "ED"Verbs ending in sound "t"

I helped him and he thanked me.  
 He liked her and asked her name.  
 He picked up the cloth and erased the blackboard.

Verbs ending in the sound "d"

She loved Spanish and always studied hard.  
 I believed you when you called last night.  
 I telephoned you, but he answered.

Verbs ending in sound "id"

I invited her but she visited you.  
 He decided he needed to learn English.  
 I paintd the room; she wanted it green.

"t""d""id"

Anne visited Bill when he lived in Phoenix.

He started, and then he stopped.

My Mother washed and dried the dishes.

Listen and repeat:"d""t""id"

answer-answered

ask-asked

add-added

arrive-arrived

cross-crossed

decide-decided

clean-cleaned

finish-finished

invite-invited

enjoy-enjoyed

help-helped

start-started

listen-listened

talk-talked

wait-waited

receive-received

walk-walked

want-wanted



PRACTICE /t/, /d/, /id/

THESE VERBS ADD THE SOUND 't' TO THE BASE FORM TO MAKE THE PAST TENSE. LISTEN AND REPEAT:

BASE FORM	PAST TENSE
help	helped
like	liked
laugh	laughed
practice	practiced
talk	talked
watch	watched
walk	walked
pass	passed

THESE ADD THE SOUND 'd'

BASE FORM	PAST TENSE
arrive	arrived
mow	mowed
cry	cried
change	changed
call	called
excuse	excused
listen	listened
show	showed
use	used
open	opened
smile	smiled

THESE ADD THE SOUND 'id'

BASE FORM	PAST TENSE
repeat	repeated
visit	visited
want	wanted
wait	waited
rest	rested
seat	seated
remind	reminded

THE KL SOUND, AS IN CLASSSay each word twice:

class	climate	clamp	cloak	cliff
clean	clothing	click	clown	clock
club	closet	clue	clash	clothes
close	claim	clam	Clyde	click
Clear	claw	clip	clerk	clan

Now, try the first two sounds slowly, and the word fast:

kuh-class, class	kuh-loudy, cloudy	kuh-lock, clock
kuh-lean, clean	kuh-limate, climate	kuh-linic, clinic
kuh-lay, clay	kuh-lothes, clothes	kuh-liff, cliff
kuh-lub, club	kuh-lamp, clamp	kuh-lick, click
kuh-lan, clan	kuh-lear, clear	kuh-lerk, clerk

Can you say these sentences with the KL sound way down in your throat?

On a clear day	On a clear day we can see across the valley.
Warm clothing	In this climate you need warm clothing.
In the closet	My clothes are in the closet.
That clock is slow.	I think that clock is slow.
One o'clock	The class ends at one o'clock.
Close the clamp	Can you close the clamp on the locker?
The clubhouse	Was the clubhouse crowded last night?
Climbed the cliff	The rescue squad climbed the cliff.

THE V SOUNDSay these words clearly:

very	valentine	ever	evening	have	dove
visit	valley	never	invite	gave	five
village	value	every	divide	give	dive
Virginia	vegetable	over	heavy	live	move
view	vessel	clover	seventy	love	save
vine	vest	river	lovely	glove	cave
violet	voice	cover	servant	above	brave
vote	various	seven	heaven	wave	twelve
vein	voice	eleven	even	stove	leave

Can you hear the difference?

buy-vie	habit-have it	curb-curve	vet-bet
been-Vin	ribber-river	rove-robe	robe-rove
lover-lubber	lubber-lover	V-B	dub-dove
dove-dub	laver-labor	vie-buy	jibe-jive
bet-vet	have it-habit	Vin-been	jive-jibe

Try saying these sentences:

Virginia is visiting Dot.

I'll visit her on my vacation.

Dot lives in a village.

They never look at television.

The village is near the river.

Five and seven make twelve.

Do you find English very difficult?

I wish my vacation would begin.

/v/ as in very

PRACTICE:

face - vase	fail - vail	fat - vat
fan - van	fast - vast	fault - vault
rifle - rival	safer - saver	shuffle - shovel
infest - invest	belief - believe	fife - five
grief - grieve	half - halve	leaf - leave
proof - prove	fear - veer	

SENTENCES:

1. That man's a reckless driver.
2. That waitress will give you good service.
3. Mr. Harris stayed in Venice for a few weeks.
4. May I leave this book here?
5. Every lover has to have a rival.
6. Do you find fault with the movies?
7. Fast moving cars veer just in time.
8. Can you believe many of their plots?
9. However, villains always come to grief.
10. That's life in the movies, isn't it?

WORDS:

advance	halve	advantage
avalanche	vantage	vast

QUOTATIONS:

We may live without poetry, music and art;  
We may live without conscience and live without heart;  
We may live without friends; we may live without books;  
But civilized men cannot live without cooks.

Meredith

I loaf and invite my soul.  
I lean and loaf at ease, observing a spear of summer grass.

Whitman

Life is real! Life is earnest!  
And the grave is not its goal.

Longfellow

I think that I shall never see  
A poem as lovely as a tree.

Kilmer

Once more: speak clearly if you speak at all;  
Carve each word before you let it fall.

Holmes

The sound of y as in very

FOR PRACTICE OF y: vet

very	vowel	rove	dove	veil	vest	vile	vanish
vote	revel	vein	vine	vent	veal	vend	verse

PRONUNCIATION OF /v/ IN WORDS:

BEGINNING

FINAL

MEDIAL

voice	five	cover
visit	gave	several
valley	stove	advance
value	move	favor
view	grave	diving

PRONUNCIATION OF /v/ IN PHRASES:

1. to travel over the vast river
2. violets growing near the gravel driveway
3. seven leaves painted on velvet
4. diving through every wave
5. various valuable silver-lines sleeves

PRONUNCIATION OF /v/ IN SENTENCES:

1. The grape vines in the valley provided red wine.
2. The silver vase was discovered in the wet clover.
3. A good vocabulary is a very valuable asset.
4. The heavy stove was moved near the ventilator.
5. Everything of value in Bob's bank vault had vanished.

PRONUNCIATION OF /v/ IN A SHORT PARAGRAPH:

Dewey Boulevard, a water-front drive that compares favorably with Chicago's Lakeshore Drive, is always crowded with all kinds of traffic. The vehicles range from converted army jeeps which serve as small buses, to new expensive American cars and horse-drawn carriages. The carriages lend a delightful Old World flavor to the city.

## THE SOUND OF /v/ AS IN VERY

MAKING THE SOUND: To make the sound of /v/, place the upper teeth lightly on the lower lip and blow as you did for the /f/ sound, but the voice is used this time. This is what is called a voiced sound.

SOUND PICTURE: Revving TRY TO MAKE THE Revving SOUND IN THE FOLLOWING:

"Let's Help Evvy"

Down on the levee  
Lives little Evvy  
Rev up the Chevvy, Evvy,  
V - v - v - v.

It's old and it's heavy  
Rev up the Chevvy, Evvy  
V - v - v - v.

It won't start  
Oh, my, my,  
Rev up the motor,  
One more try!  
Vvvvv VAROOM!

USING THE SOUND: The spelling rules for the sound of /v/ are consistent and easy to learn.

v sounds like /v/ in Valentine  
f sounds like /v/ in of  
ph sounds like /v/ in Stephen  
vv sounds like /v/ in flivver

Final blends are sometimes undervoiced. PRACTICE:

/vd/  
starved  
carved  
waved

/vz/  
saves  
stoves  
doves

PRACTICE THESE WORDS: valve, vaunt, verve, love, voice, vandeville,  
revolved, velvet, vivid

FOR PRACTICE OF /v/:

Volley, volley, volley,  
Hit the ball.  
Volley, volley, volley,  
Hear the call.  
Hit it more,  
Increase the score.

"But if, of your fresh sweet nature  
The veriest vestage survive,  
You remember that moment's madness  
You remember that moonlight drive."

William Wetmore Story

Volley, volley, volley, Volleyball!

Mildred Kolb

PT, KT, FT, ST, SHT, CHTListen for your final T sound. Say these words twice:

stopped	talked	laughed
hoped	liked	coughed
kept	walked	left
slept	looked	telegraphed
swept	parked	sniffed

Now, try the present and past of these verbs. Can you hear the difference?

pass-passed	finish-finished	watch-watched
dance-danced	wish-wished	reach-reached
notice-noticed	rush-rushed	touch-touched
miss-missed	cash-cashed	scratch-scratched

Say these sentences. Be careful about the final T's:

They stopped	The stopped in Chicago.
We checked	We checked our suitcases.
We walked	We walked around the city.
He laughed	I wonder why he laughed when he left?
They danced	They danced until midnight.
I finished	I finished my homework at nine o'clock.
We watched	We watched television last night.

MAKING THE SOUND To make the sound of 3, make a fish mouth as though you were going to say /sh/. Raise the tip and blade of the tongue but do not touch the gum ridge. Release your breath (use your voice). The ~~start~~ of breath can be felt on the palate as you release it.

SOUND PICTURE: The French Sound

### JACQUE LA DOODLE

Jacque la Doodle's Paris bound up in the sky of azure,  
For flying in a jet airplane is certainly a pleasure.

While in Paris, let's speak French with an accent dandy,  
Jacque la Doodle says Good-day, Good-night, Good-bye and  
thank you.

While in Paris, let's speak French with an accent dandy,  
Jacque la Doodle says Bonjour, Bonsoir, Au Revoir et merci.

### ZHADA THE POODLE

Jacque la Doodle	He's fierce with his treasure,
Has a poodle	And yelps with his pleasure.
Zhada is his name,	And buries his rocks in a game.

Zhada, the poodle	"What a dog," said La Doodle.
Of Jacque la Doodle	"He's a very strange poodle.
Is fierce, or is he tame?	Mr. Zhada, a rather strange name!"

He barks at bones  
and chews on stones.  
He thinks they're both the same.

USING THE SOUND: The sound did not come into the English language until quite recently. It came from the French, and words like "camouflage" first became familiar after World War I. An approximation of the French pronunciation has been retained in many words such as "prestige" and "barrage." The spelling pronunciation rules do not follow a logical system.

Letters	Sounds	Words
/s/	sounds like 3	in measure, leisure
/z/	sounds like 3	in azure, glazier
/g/	sounds like 3	in rouge, regime

In the following list of words containing the sound, many French words will be recognized which have become a part of our language.

beige	corsage	casual	rouge
garage	negliges	pleasure	camouflage
mirage	regime	usual	jabot
prestige	Roget	vision	genre



/æ/ as in "bad"

PRACTICE THESE WORDS:

sat	laugh	plaid	backs	cap
cat	hat	lack	bad	absence
absent	action	active	actor	actress
after	angle	pal	fallow	sad

NOW THESE SENTENCES:

1. Cats will lick a water leak.
2. My age puts me on edge.
3. He paid the debt on the right date.
4. You test a pie by its taste.
5. The horse backs and bucks when he sees a box.
6. The cat cut its foot on the cot.
7. It's just my luck to lack a block for the door.
8. Don't let yourself be late.
9. The captain met the mate on the bridge.
10. The beggar put his cap over his cup when he saw the cop.
11. He took off his hat in the hot hut.
12. In the actors absence, the director took this action.
13. Children are active, eager, and noisy.
14. The actor sat on the cushion and played with the baby.
15. He wore his hat at an angle.

TRY SOME SAMPLE DIALOGUES:

- |                                   |                                       |
|-----------------------------------|---------------------------------------|
| 1. A fat cat sat on my dad's hat. | 1. That actor is hard to shoot.       |
| 2. What did you do?               | 2. With a camera or a gun?            |
| 1. I laughed and laughed          | 1. I mean a camera, of course.        |
| 2. What did your dad do?          | 2. Why is it so hard?                 |
| 1. He looked sad.                 | 1. He wears his hat as a funny angle. |
- 
- |                                  |
|----------------------------------|
| 1. Mary had a new plaid cap.     |
| 2. Yes, I saw it from the back.  |
| 1. It doesn't look bad, does it? |
| 2. No, I think it's a nice cap.  |

QUOTATIONS:

Alas for the rarity  
Of Christmas charity.

Hood

The day is cold and dark and dreary;  
It rains, and the wind is never weary.

Longfellow

/u/ /uw/

PRACTICE THESE PAIRS:

shooed	should	pool	pull
stewed	stood	fool	full
Luke	look	cooed	could
woed	would	who'd	hood

PRONUNCIATION OF /u/ in words:

- |           |          |
|-----------|----------|
| 1. food   | 8. chew  |
| 2. fool   | 9. true  |
| 3. choose | 10. glue |
| 4. loose  | 11. grew |
| 5. fruit  | 12. flew |
| 6. tooth  | 13. crew |
| 7. soup   | 14. too  |

PRONUNCIATION OF /u/ in phrases:

1. through the cool room
2. eating a lunch of soup and fruit at noon
3. canoeing in the cool moonlight
4. proved to be true
5. moved the troops too soon

PRONUNCIATION OF /u/ in sentences:

1. The two men on the deserted schooner were locked in the broom closet.
2. Whose ruby was found at the pool?
3. The group in the schoolroom was rude.
4. Who spilled glue in Lou's shoe?
5. The wind soon blew the loose papers through the window.

The sound of /n/

From: Hansen, H.P. and Pierce, L.H. Speak to Learn, Stockton Unified School, District, California

MAKING THE SOUND:

To make the sound of /n/, put the tongue up behind the upper front teeth and hum. The sound comes through the nasal passages and can be felt by placing the fingers lightly on the nose and the sound is made.

SOUND PICTURE

Warning

Make the Warning sound when the fog horns blow. (Vary the loudness and resonance to simulate the wail of the horns.)

FOG HORNS

Listen to the fog horns  
Out across the bay

"N.  
.  
.  
.  
n"

One seems to call another  
In a wailing sort of way.

"N.  
.  
.  
.  
n"

They call and call  
All through the night

"N.  
.  
.  
.  
n"

What a lonely call  
On a foggy night.

"N.  
.  
.  
.  
n"

/n/-Practice of--

PRACTICE WORDS:

one	new	bend	men
men	moon	ninth	gone
open	spoken	plowman	running
Persian	wanton	urchin	ribbon
wagon	cannon	nuisance	saffron
million	redde	button	cotton
sudden	wooden	mitten	mitten
rotten	noodle	handle	candle

PHRASES: (From: Gordon and Wong: A Manual for Speech Improvement,  
Prentice-Hall)

a certain turtle

a hidden button

some cotton and a needle

a written agreement

didn't see the candle

couldn't buy the cattle

SENTENCES:

The little kitten was hidden in the garden.

I didn't leave because of the sudden flu epidemic.

John wouldn't leave until he had seen the cattle in the field.

The sudden storm ruined the cotton field.

POEM: For practice of /n/

Miss Lucy Brown went to town  
Dressed in her best Sunday gown.  
She wanted to buy some needles and pine,  
Also some bright shiny kitchen time.

The day was bright and sunny and fair,  
But woe to the maid who had dressed  
with such care;  
A sudden rain came pouring down,  
And thoroughly drenched Miss Lucy Brown

Jo Ann Konrad Lally

Practice of /n/

PRACTICE WORDS:

one	new	bend	men
men	moon	ninth	gone
open	spoken	plowman	running
Persian	wanton	urchin	ribbon
wagon	cannon	nuisance	saffron
million	redde	button	cotton
sudden	wooden	mitten	mutton
rotten	noodle	uncle	candle

PHRASES: (From: Gordon and Wong: A Manual for Speech Improvement,  
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a certain turtle	a written agreement
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POEM: For practice of /n/

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Dressed in her best Sunday gown.  
She wanted to buy some needles and pine,  
Also some bright shiny kitchen tins.

The day was bright and sunny and all,  
But woe to the maid who had dressed with such care;  
A sudden rain came pouring down,  
And thoroughly drenched Miss Lucy Brown.

JoAnn Konrad Lally

PRACTICE WORDS:

one	new	bend	men	noon	Ninah
gone	wins	sound	ninety	wonder	never
kilns	bronzed	open	spoken	plowman	running
Persian	wanton	urchin	ribbon	wagon	cannon
nuisance	saffron	million	heathen	listen	frozen
heaven	garden	earthen	ashen	vision	soften

PRACTICE VERSES FOR /n/:

NICK THE NEEDLE

Nick the needle has a sharp, shining nose;  
In and out and out and in he goes,  
Weaving, bobbing, darning, sewing.  
This is the way we mend our clothes.

WHAT A NOSE CAN DO

Now no one knows what a nose can do, a nose can do, a nose can do,  
Now no one knows what a nose can do,  
But I know, I know, I know (Do you)?  
A naughty nose runs,  
A naughty nose sniffs  
A sneezy nose blows,  
And a nice nose smells a rose.  
Now everyone knows what a nose can do, a nose can do, a nose can do.  
Now everyone knows what a nose can do,  
You know, you know, you know, you know, (Don't you)?

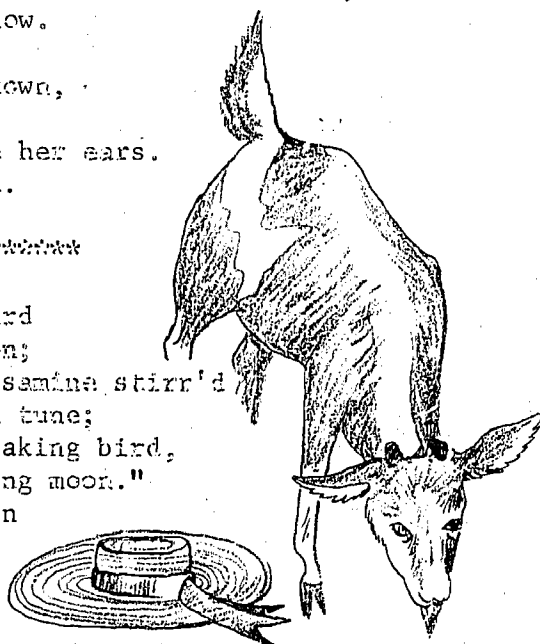
NANNY THE NANNY GOAT

Oh, Nanny is a nanny goat who has two ears so long.  
She never goes to town at night without her bonnet on.  
Now if she never goes to town without her bonnet on,  
Then no one there will ever know.  
She has two ears so long;  
But when that Nanny's not in town,  
Her bonnet she won't wear.  
She knows her friends all like her ears.  
She knows that they don't care.

\*\*\*\*\*

"All night we've the roses heard  
The flute, violin, bassoon;  
All night has the casement jessamine stirr'd  
To the dancers dancing in tune;  
Till a silence fell with the waking bird,  
And a hush with the setting moon."

Tennyson



## VOWEL REVIEW - SHORT VOWELS

Pat, pat, pat, pat--  
I am the vowel in pat.  
I laugh, I clap, I dance, I clang,  
I scam, because I'm even in slang.

Pet, pet, pet, pet--  
I am the vowel in pet.  
You'll find me in penny and tell  
And ever present in words like bell.

Pit, pit, pit, pit--  
I am the vowel in pit.  
I limp, I spin, I jig, I sing;  
I nibble at things and skip in a ring.

Look, look, look, look--  
I am the vowel in look.  
You could, if you would, find me in pull;  
I'm in put, I'm in cook, and I'm even in wool.

Lock, lock, lock, lock--  
I am the vowel in lock.  
I'm in body, in hop; I'm in bob, I'm in spot;  
I should be in lobby, but often I'm not.

Luck, luck, luck, luck--  
I'm the vowel in luck.  
I'm in crush, and in puff, I'm in but, and in rough;  
I'm in love, cup and dove; and that is enough.

Agnes Curren Hamm

PRACTICE THIS SENTENCE. IT HAS THE SHORT VOWEL SOUNDS IN IT.

Fat Ed is not up.

OTHER PRACTICE SENTENCES FOR VOWELS (FRONT, MID, BACK):

FRONT: Lee will let fair Ann pass.

MID: Blurring the sun.

BACK: Who could obey all honest fathers?

## PRACTICE WORDS:

## A

mate  
hate  
sate  
space  
lake  
make

cape  
rate  
ration  
sage  
age  
spa

rage  
mace  
page  
nation  
parade  
invade

## E

bee  
Easter  
feel  
me  
leave  
deed

peace  
redeem  
spree  
demon  
seeks  
queen

meeting  
teetering  
ceaseless  
dreaming  
leaflet  
believe

## I

aye  
type  
by  
die  
spice  
isle

resign  
high  
write  
rhyme  
ratify  
spite

buy  
design  
mine  
delight  
dine  
sign

## O

owe  
oak  
know  
slow  
beau  
so

toe  
no  
sew  
dough  
boat  
road

yeoman  
home  
dome  
Rome  
alone  
gnome

## U

use  
Buttle  
muse  
huge  
fuse  
cupid

dilute  
music  
salute  
commute  
stupid  
ruse

pure  
mural  
accurate  
cure  
demure  
insurance

PRACTICE:

"Oh, say can you see by the dawn's early light?"



# DIPTHONG CONTRASTS

## SPECIMEN WORDS FOR DIPTHONGS:

eɪ

A  
neigh  
ale  
eight

guage  
straight  
ate  
steak

rein  
whey  
paid

matinee  
parquet  
neigh

aɪ

I  
ay  
aye  
type

by  
buy  
bye  
die

spice  
isle  
aisle  
resign

high  
write  
rhyme  
retify

ɔɪ

oil

choice  
royal

buoy  
ahoy

destroy  
voila

oʊ

owe  
oak  
know  
no

slow  
beau  
so

foe  
dough  
boat  
road

yeoman  
hautboy  
apropos  
home

aʊ

howl

bow  
bough

hound  
doubt

arouse  
mouse

ɪə

ear  
sneer  
sheer

shear  
hear  
here

dear  
deer  
career

queer  
pier  
appear

ɛə

air  
ere  
o're

bear  
bare  
prayer

their  
there

pair  
pare  
pear

ʊə

cure  
Europe

detour  
fury

poor  
allure

furor  
purely

ɔə

or  
oar

ore  
soar

shore  
more

boar  
store

## CONDITIONAL SENTENCES

FILL EACH BLANK WITH THE CORRECT FORM OF THE VERB IN PARENTHESIS.

EXAMPLE: (to talk) If English-speaking people talked more slowly, we could understand them better.

1. (to speak) If we \_\_\_\_\_ English perfectly, we would not be in this class.
2. (to know) If children \_\_\_\_\_ as much as their teachers, they would not be in school.
3. (to brush) If every child \_\_\_\_\_ his teeth every day, dentists would not be very busy.
4. (to drink) If your little brother \_\_\_\_\_ more milk, he probably would be healthier.
5. (to pay) If nobody \_\_\_\_\_ taxes, governments would not have enough money.
6. (to drive) If everyone \_\_\_\_\_ his car more carefully, there would be fewer accidents.
7. (to spend) If every country \_\_\_\_\_ more money on education, the world would be a better place to live.
8. (to be) If I \_\_\_\_\_ you, I certainly wouldn't write that letter.
9. (to have) If I \_\_\_\_\_ \$5,000, I could travel around the world.
10. (to be) If all of the people in the world \_\_\_\_\_ perfect, we wouldn't need policeman.

EXAMPLE: (to study) If Tom had studied more last week, he would have passed.

1. (to go) If you \_\_\_\_\_ to that party last Saturday, you would have enjoyed it.
2. (to see) If Sally \_\_\_\_\_ you there, she would have spoken to you.
3. (to look) If you \_\_\_\_\_ under your desk yesterday, you would have found your pen there.
4. (to hear) If the teacher \_\_\_\_\_ your question, he would have answered it.
5. (to ask) If you \_\_\_\_\_ me that question, I would have been glad to answer it.
6. (to tell) If Tom \_\_\_\_\_ me that he needed money, I would have given him some.
7. (to put) If you \_\_\_\_\_ an airmail stamp on that letter, it would have gone faster.
8. (to listen) If they \_\_\_\_\_ to me, they wouldn't have made that mistake.
9. (to visit) If you \_\_\_\_\_ the United States one hundred years ago, you would have found life very different there.
10. (to be) If there \_\_\_\_\_ any important news in that letter, I wouldn't have thrown it away.

# CONDITIONAL SENTENCES

1. If John studied harder, he \_\_\_\_\_(pass) his test easily. \_\_\_\_\_
2. If I know how to play the piano, I \_\_\_\_\_(play) every night. \_\_\_\_\_
3. If I didn't have to work today, I \_\_\_\_\_(go) swimming. \_\_\_\_\_
4. If John had more practice in conversation, he \_\_\_\_\_(speak) English. \_\_\_\_\_
5. If he knew how to drive, he \_\_\_\_\_(have) fewer accidents. \_\_\_\_\_
6. If I liked languages better, I \_\_\_\_\_(study) French as well as English. \_\_\_\_\_
7. If John had the time, he \_\_\_\_\_(go) with us to Mexico. \_\_\_\_\_
8. If she spent more time on her homework, she \_\_\_\_\_(get) better grades. \_\_\_\_\_
9. If we studied together, we \_\_\_\_\_(make) more progress. \_\_\_\_\_
10. If I had an automobile, I \_\_\_\_\_(take) a trip to Miami. \_\_\_\_\_
11. If it didn't cost too much, I \_\_\_\_\_(go) by plane to Paris. \_\_\_\_\_
12. If I didn't live so far away, I \_\_\_\_\_(walk) to school every day. \_\_\_\_\_
13. If I had the money, I \_\_\_\_\_(buy) some new clothes. \_\_\_\_\_
14. If I knew her better, I \_\_\_\_\_(ask) her to go with us. \_\_\_\_\_
15. If I had the money, I \_\_\_\_\_(give) it to you gladly. \_\_\_\_\_
16. If I had a good book to read, I \_\_\_\_\_(stay) at home tonight. \_\_\_\_\_
17. If we left right away, we \_\_\_\_\_(be) there by 2:00. \_\_\_\_\_
18. If I took the noon train, at what time \_\_\_\_\_ I (get) there? \_\_\_\_\_
19. If I \_\_\_\_\_(be) in your position, I would not go with him. \_\_\_\_\_
20. If today \_\_\_\_\_(be) Saturday, I would not have to work. \_\_\_\_\_
21. If the weather \_\_\_\_\_(be) warmer, we could go shopping. \_\_\_\_\_
22. If he \_\_\_\_\_(be) a friend of mine, I would ask him about it. \_\_\_\_\_
23. If I were you, I \_\_\_\_\_(explain) everything to him. \_\_\_\_\_
24. If today were a holiday, we \_\_\_\_\_( ) to Ogden and shop. \_\_\_\_\_
25. If I were not so busy I \_\_\_\_\_(go) with you. \_\_\_\_\_
26. If you were a millionaire, how \_\_\_\_\_ you (spend) your money? \_\_\_\_\_
27. If she were my wife, I \_\_\_\_\_(tell) her a thing or two. \_\_\_\_\_

## SHORT ANSWERS

GIVE SHORT, TRUE ANSWERS TO THESE QUESTIONS. WHEREVER POSSIBLE, USE PRONOUNS AS SUBJECTS, AND AUXILIARY VERBS AS PREDICATES.

- I. EXAMPLE: Is February the first month in the year? No, it isn't.
1. Is Wednesday between Tuesday and Thursday?
2. Is two-thirty between one o'clock and two o'clock?
3. Is the United States north of Canada?
4. Are there many people in New York City?
5. Are there dresses for men?
6. Does a car cost more than a bicycle?
7. Do most children like candy?
8. Do girls usually play football?
9. Do you know 10,000 English words?
10. Did Henry Ford make Chevrolets?
- II. EXAMPLE: Which day comes after Monday? Tuesday does.
1. Which month comes before September?
2. Which month sometimes has twenty-eight days in it?
3. How many days are there in a week?
4. What are the small round things on a man's shirt?
5. What are bottles made of?
6. Do people or animals live in zoos?
7. Do old people usually go to school?
8. Does meat cost more than rice?
9. How many people are there in an empty room?
10. Should small people drink coffee or milk?

CHANGE to question form. Use blank spaces to write in the auxiliary verb followed by the subject of the sentence. Include the main verb.

1. She can speak French well. (Can she speak)
2. He should wait on that corner. \_\_\_\_\_
3. You may smoke here. \_\_\_\_\_
4. I can meet you at two o'clock. \_\_\_\_\_
5. He must go out of town. \_\_\_\_\_
6. She should tell Helen about it. \_\_\_\_\_
7. She can go with us tonight. \_\_\_\_\_
8. He may wait in Mr. Smith's office. \_\_\_\_\_
9. We must explain it to him. \_\_\_\_\_
10. You may wait in his office. \_\_\_\_\_
11. They may sit here. \_\_\_\_\_
12. You should stay at home. \_\_\_\_\_
13. He can meet us for dinner. \_\_\_\_\_
14. He can swim very well. \_\_\_\_\_
15. You must write him a letter. \_\_\_\_\_
16. She can attend the class tomorrow. \_\_\_\_\_
17. He can play the violin well. \_\_\_\_\_
18. They can speak Spanish well. \_\_\_\_\_
19. I can understand everything he says. \_\_\_\_\_
20. She can do all these exercises well. \_\_\_\_\_

## PRACTICE:

1. Would you please tell Mr. Cooper that I'm here?
2. Take these books home with you tonight.
3. Please bring me those magazines.
4. Would you help me lift this heavy box?
5. Please ask John to turn on the lights.
6. Put your books down on the table.
7. Get me a hammer from the kitchen, will you?
8. Hang up my coat in the closet, will you please?
9. Please don't bother me now. I'm very busy.
10. Would you mind mailing this letter for me?
11. If you have time, will you call me tomorrow?
12. Please pick up those cups and saucers.
13. Will you do me a favor?
14. Please count the chairs in that room.
15. Please pour this milk into that glass.

## INTONATION PRACTICE

1. Would you please tell Mr. Cooper I'm here?
2. Take these books home with you tonight.
3. Please bring me those magazines.
4. Would you help me lift this heavy box?
5. Please ask John to turn on the lights.
6. Put your books down on the table.
7. Get me a hammer from the kitchen, will you?
8. Hang up my coat in the closet, will you please?
9. Please don't bother me now. I'm very busy.
10. Would you mind mailing this letter for me?
11. If you have time, will you call me tomorrow?
13. Will you do me a favor?
14. Please count the chairs in that room.
15. Please pour this milk into that glass.

## THE MODERN HIAWATHA

He killed the noble Mudjekewis.  
Of the skins he made him mittens.  
Made them with the fur-side inside.  
Made them with the skin-side outside.  
He, to get the warm skin inside  
Put the inside skin-side outside;  
He, to get the cold side outside,  
Put the warm side fur-side inside.  
That's why he put the fur-side inside,  
Why he put the skin-side outside,  
Why he turned them inside outside.

"NO, SIR"

"Good evening, pretty maiden, with your eyes of heaven's blue,  
May I step within your garden gate and spend the time with you?"

"No, sir; no, sir; no, sir; NO.  
No, sir; no, sir; no, sir; NO."

"The night is very lovely and the hour is not late,  
May I look into your deep blue eyes, across this garden gate?"

"No, sir; no, sir; no, sir; NO.  
No, sir; no, sir; no, sir; NO."

"Tell me one thing, tell me truly, tell me why you scorn me so;  
Tell me why, when asked a question, you must always answer no."

"No, sir; no, sir; no, sir; NO.  
No, sir; no, sir; no, sir; NO."

"My father was a Spanish merchant, and before he went to sea,  
He told me I must answer NO to everything you said to me."

"No sir; no, sir; no sir; NO.  
No sir; no, sir; no sir; NO."

"Well, when walking through your garden, plucking flowers wet with dew,  
Tell me, would you be offended if I walk and talk with you?"

"No, sir; no, sir; no, sir; NO.  
No, sir; no, sir; no, sir; NO."

"If when walking in your garden, I should ask you to be mine,  
And should tell you that I love you, would you then my heart decline?"

"No, sir; no, sir; no, sir; NO.

No, sir; no, sir; no, sir; NO.

No, sir; no, sir; no, sir; NO.

Old English Ballad

# MIDTERM TEST

Name \_\_\_\_\_ Date \_\_\_\_\_

Write the past tense to the following verbs:

- |          |          |
|----------|----------|
| 1. go    | 6. shake |
| 2. need  | 7. study |
| 3. teach | 8. hear  |
| 4. tell  | 9. live  |
| 5. think | 10. lose |

Indicate whether the following words end in /s/ /z/ /iz/

- |            |            |            |
|------------|------------|------------|
| 1. pages   | 6. eyes    | 11. goes   |
| 2. beds    | 7. plays   | 12. his    |
| 3. classes | 8. tries   | 13. movies |
| 4. sticks  | 9. pass    | 14. eats   |
| 5. seats   | 10. cousin | 15. peas   |

Indicate the final sound: /t/ /d/ /id/

- |            |            |            |
|------------|------------|------------|
| 1. pulled  | 6. boiled  | 11. used   |
| 2. washed  | 7. dropped | 12. landed |
| 3. showed  | 8. killed  | 13. herded |
| 4. liked   | 9. turned  | 14. filled |
| 5. excused | 10. wished | 15. smoked |

Contractions: Write the contraction in the blanks

1. I am very busy today. \_\_\_\_\_
2. Helen is going to the movies with us. \_\_\_\_\_
3. He will be back tonight. \_\_\_\_\_
4. He did not speak English well. \_\_\_\_\_
5. They are not going to the dance tonight. \_\_\_\_\_

Write the plurals to the following nouns:

- |           |           |
|-----------|-----------|
| 1. tomato | 6. tooth  |
| 2. dish   | 7. church |
| 3. city   | 8. foot   |
| 4. leaf   | 9. mouse  |
| 5. child  | 10. woman |

Change the following sentence to the past tense form.  
When I go to lunch, I plan to have a bowl of hot soup.

\_\_\_\_\_.



## MIDTERM TEST

Indicate whether the following words end in /s/ /z/ /iz/

- |             |            |
|-------------|------------|
| 1. pages    | 11. news   |
| 2. wishes   | 12. rose   |
| 3. hopes    | 13. tennis |
| 4. friends  | 14. cats   |
| 5. shoes    | 15. plays  |
| 6. churches | 16. tries  |
| 7. flies    | 17. is     |
| 8. beds     | 18. seats  |
| 9. classes  | 19. eyes   |
| 10. sticks  | 20. knows  |

In the blanks write the preposition needed to complete the meaning of the sentence.

1. The man bought a ticket \_\_\_\_\_ Ogden last night.
2. Hitler wished to drive the Jewish people \_\_\_\_\_ Germany.
3. England declared war on Germany after the attack \_\_\_\_\_ Poland.
4. He threw a stone and hit me \_\_\_\_\_ the eye.
5. They laughed \_\_\_\_\_ the story which I told.

Irregular verbs: Write the past tense and past participle of the following verbs:

- |           |            |
|-----------|------------|
| 1. begin  | 11. choose |
| 2. drink  | 12. bring  |
| 3. ring   | 13. cost   |
| 4. swim   | 14. deal   |
| 5. shrink | 15. come   |
| 6. sing   | 16. fling  |
| 7. sink   | 17. dig    |
| 8. spring | 18. bite   |
| 9. become | 19. blow   |
| 10. arise | 20. burst  |

Tag Endings: Finish the sentence with the necessary tag endings.

1. John left for Chicago last night, \_\_\_\_\_?
2. He has been your teacher for a long time, \_\_\_\_\_?
3. Helen can help us, \_\_\_\_\_?
4. There are many students absent today, \_\_\_\_\_?
5. You wrote those letters, \_\_\_\_\_?

Adjectives: Write the comparative degree to the following adjectives:

- |          |                |                |         |              |
|----------|----------------|----------------|---------|--------------|
| 1. big   | 3. cold        | 5. interesting | 7. wide | 9. beautiful |
| 2. large | 4. intelligent | 6. early       | 8. busy | 10. sweet    |

Indicate the final sound: /t/ /d/ /id/

wished      picked      jumped      tried      handed

WINTER'S ON THE WAY:

There's a blustery wild north wind  
And a cold and grey-bright sky,  
Snowmen stand straight beside each gate,  
There's a pale, pale moon on high.



Who has seen the artist  
Who frost paints window panes?  
Whose marshmallow whirl makes  
white clouds swirl,  
Snow crystals fall, not rain?

There's a pumpkin in the cellar,  
There's a barrel of apples hiding.  
A buttery drizzle makes our popcorn sizzle,  
After sledding, skating, sliding!

Who paints our pale cheeks rosy,  
Nips with cold our fingers....toes?  
Who turns the trees to skeleton's knees,  
Leaves the branch, but steals the rose?

Time to pack away our swim suits,  
Time to wear our scarves and mittens.  
A fur-lined shoe will feel good, too...  
Furry wraps keep us warm as kittens!

For winter is on the way,  
Its chill will hasten spring,  
And shorter grow the days that go  
Fleet as snowbirds on the wing.

Mother Earth beds down her seedlings,  
Snug and warm 'neath blankets of white;  
Each cloud a pillow, icy sheets 'neath  
a willow....

Nature naps through the winter night!

Ree Reany

FALLING SNOW

The snow is beginning to fall at last,  
Falling on our window glass,  
A little dot, a little splash,  
Coming down so very fast.

Oh, snow so fluffy and white,  
On the roof tops pretty and bright  
Falling night and day,  
We hope that you can stay.

Oh, little flakes of snow,  
The winds will soon come  
and blow,  
They may blow you north, south,  
east or west,  
They will separate you from  
the rest.

Oh, little flakes or snow,  
Where will you go?  
We will never know,  
Oh, little flakes of snow.

Rodney Merrill

NOTE: This poem was written by Tommy Smith, a Navajo student at the Institute of American Indian Arts, Santa Fe, New Mexico.

All of us cannot be poets or writers but we can experiment and discover our talents. This poem is being given to you to show that IT CAN BE DONE!

In your spare time, try and see if you can write a poem---one that rhymes or like this poem Tommy wrote. Who knows? Perhaps YOUR poem will be published in a magazine or newsletter. Good luck!

DAWN

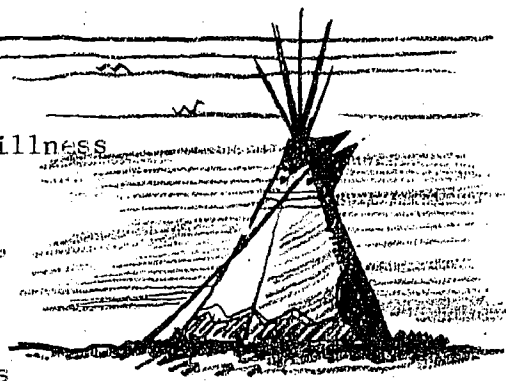
Birds pierce the stillness  
of early dawn.  
Crickets chirp to  
new-coming day.

Pots and pans begin  
their clatter  
Fires smoulder, hiss  
and spark to life.

Dew, spread over grass by night,  
now trickles into thirsty soil  
Teepee shadows, long and narrow,  
paint peace sings  
in striped patterns  
On the ground.

The eyes of the camp turn toward  
The warrior of the sky.  
Each day He rises  
with morning sounds  
and stretches out his arms  
to protect his people  
and their crops  
with his almighty caring.

Tommy Smith



## WASHINGTON

What can we say of Washington?  
That he was great and gracious  
A gallant and a hardy soul,  
Spirited, sagacious.

What can we say of Washington,  
Gentleman and farmer?  
That he loved his land and loved his God,  
And honor was his armor.

Soldier, statesman, champion, friend  
Of freedom, right, and justice,  
He won a war and the presidency  
And he married Martha Custis.

What can we say of Washington?  
That in victory's shining hour  
The people clamored to make him king,  
But he craved no fame or power.

He doffed his sword, his robes of state  
(But never his spotless armor),  
And he packed his bags, Mt. Vernon bound,  
A gentleman and farmer.  
Ethel Jacobson

## GEORGE WASHINGTON

Washington, so staunch and brave,  
As a leader always gave;  
Self without a thought of cost;  
Hope when freedom's cause seemed lost.  
Idolized by soldiers, friends he  
Never worked for his own ends.  
Gallant leader, man of God,  
Tireless tiller of the sod, he  
Obeyed duty, country's call--  
Now he is revered by all.

Don Marshall

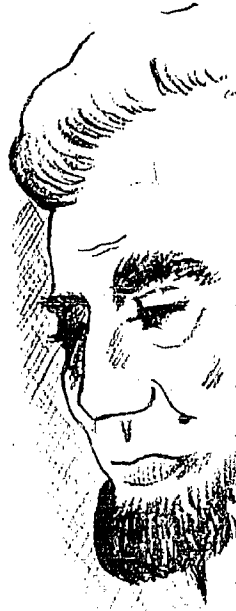
George Washington, George Washington,  
A soldier true and great;  
He fought to make our country free,  
His birth we celebrate.

George Washington, the father of our country,  
A brave and very honest man was he,  
It's said he told the truth when people asked him  
If he cut down his father's cherry tree.

He led his men when they went into battle,  
And kept their spirits up when they were sad,  
His love for liberty and freedom made him  
Among the strongest presidents we've had.



## LINCOLN SPOKE



He sat on a log at noontime.  
He heard the sound of a bird.  
His thoughts took form within him.  
He spoke  
And a forest heard.

He stood in the halls of justice  
That the cause of right might be served.  
He reasoned with homespun humor.  
He spoke  
And his neighbors heard.

From the pinnacle of high office  
Appearing uncouth and absurd,  
He bitterly fought injustice  
He spoke  
And a nation heard.

He rose on a field of battle  
To say a few solemn words.  
His great heart torn within him,  
He spoke  
And mankind heard.

Hazel M. Thomson

## LINCOLN, MARTYRED PRESIDENT

Lincoln was a lonely soul,  
As the great are apt to be.  
But his heart was stout as a hickory pole  
And his faith as deep as the sea.

Lincoln was a troubled soul,  
For the times were torn with strife  
Yet to keep our precious Union whole  
Was the great goal of his life.

Lincoln was a merry man,  
For he well knew laughter's part--  
A welcome, healing balm that can  
Relieve the burdened heart.

For Lincoln was a tragic man  
Who knew hate's ugly force,  
While he strove prayerfully to plan  
The nation's rightful course.

That nation stands intact today,  
So well he held the reins--  
Lincoln, who settled a bloody fray,  
And he was martyred for his pains.

Ethel Jacobson

## ABRAHAM LINCOLN

Lila Vanden Berg

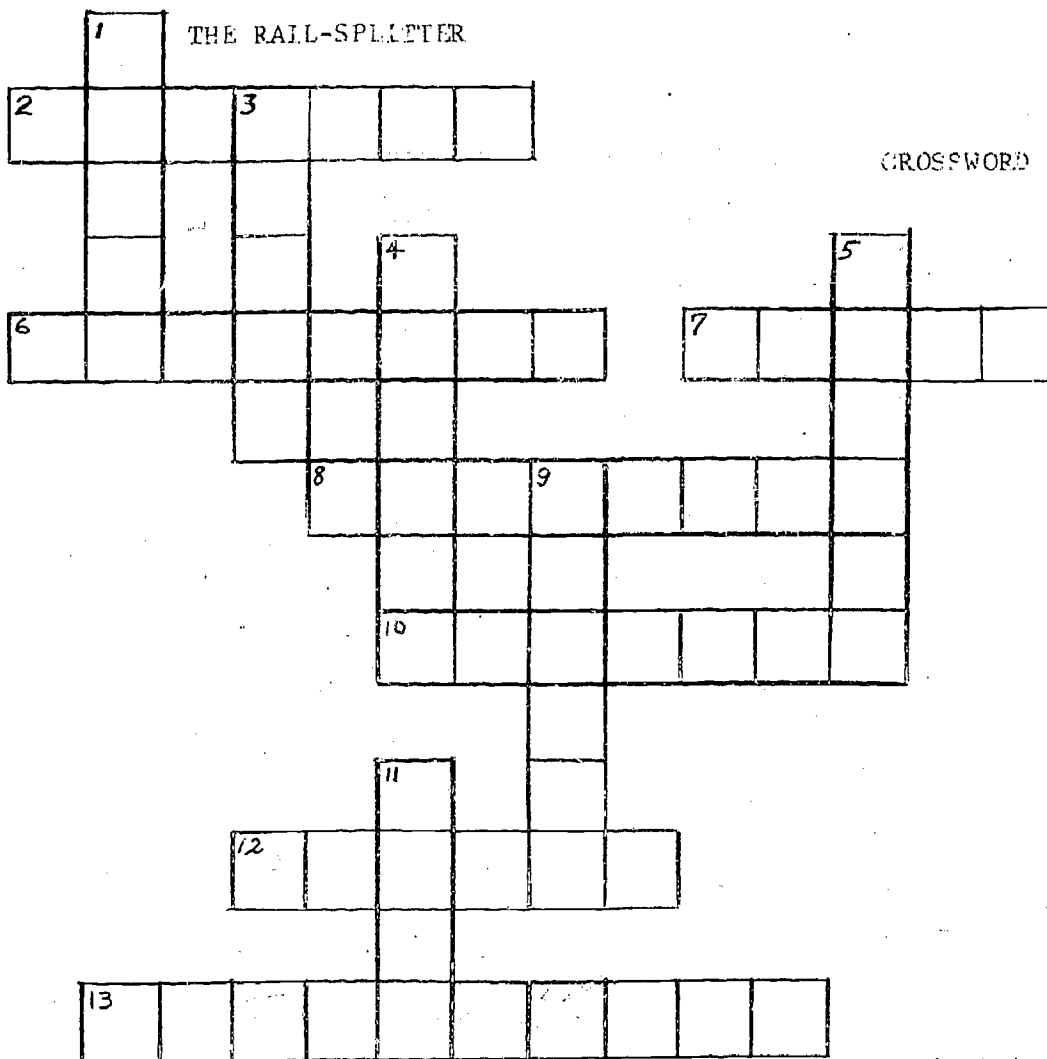
Light Voices: Lincoln a boy--  
Solo: An ordinary boy--  
All: He lived in a poor home.  
Solo: A motherless boy,  
All: He loved his new mother well.  
Solo: A hardworking boy,  
All: He was a champion rail-splitter.  
Solo: An unschooled boy.  
All: He borrowed books to read.

Light Voices: Lincoln a man--  
Solo: A kind man--  
All: He would help everyone in need,  
Solo: An honest man,  
All: He repaid when he overcharged.  
Solo: A self-educated man,  
All: He trained himself for law.  
Solo: A humorous man,  
All: He told jokes on himself.  
Solo: A gentleman,  
All: He would go out of his way to do good.

Heavy Voices: Lincoln a statesman--  
Solo: A true statesman  
All: He loved his nation dearly.  
Solo: A wise statesman,  
All: He guided it through war.  
Solo: A sincere statesman,  
All: He sought freedom for all.  
Solo: A forgiving statesman,  
All: He was charitable to the defeated enemy.  
Solo: A martyred statesman,  
All: He had served his country well.

All: Lincoln  
Light: The boy,  
Medium: The man,  
Heavy: The statesman,  
All: Understood by few,  
Loved by many,  
Honored by all!





THE RAIL-SPLITTER

CROSSWORD PUZZLE

DOWN

ACROSS

1. He was the \_\_\_\_\_ War President.
2. Sixteenth President.
3. Log house in which he was born.
4. His nickname was \_\_\_\_\_ Abe.
5. His line of work.
6. While a young man he lived in \_\_\_\_\_.
7. A little girl thought he should grow one.
8. His native state.
9. His birthday is February \_\_\_\_\_.
10. Building in which he was shot.
11. His wife's first name.
12. He freed them.
13. Site of his most famous speech.

K/  
VALENTINE LOVE

I'll write you each a valentine  
And send them on their way.  
Because each one I make, you see,  
Has something sweet to say.  
I put, "I love you dearly."  
On the one that goes to Mother.  
And, "From your loving sister,"  
On the one I give to Brother.  
And Father gets a pretty one,  
With lots of words of love,  
And my teachers and my playmates;  
All the ones I'm thinking of.

Enola Chamberlin

A VALENTINE

A valentine's a token,  
More than it shows;  
More than doves on silver wings,  
Or flowers, or satin bows;  
More than color--red and white.  
Or gold, and blue.  
From me to you.

Solveig P. Russell

TO YOU

King Winter made a Valentine  
To set your heart aglow--  
A pretty thing of frosty lace  
With crystals in a row.  
Then Spring slipped in through icy trees,  
Though chilled from head to toe,  
And left her special Valentine--  
A crocus in the snow.

VALENTINES

An armful of valentines,  
A lapful of valentines  
With rosebuds and ribbons  
And little pink hearts;  
A bushelful of valentines,  
A barrowful of valentines  
With lace paper scallops  
And shiny gold darts. . . .  
For family and friends,  
For classmates by dozens,  
For teacher, the paper boy  
And all my aunts and cousins,  
And one for the postman  
Who puts them in his sack  
To take to all the houses. . . .  
And bring me others back!

Ethel Jacobson





THE WIND

I saw you toss the kites on high  
And blow the birds about the sky;  
And all around I heard you pass,  
Like Ladies' skirts across the grass,  
O wind, a-blowing all day long,  
O wind, that sings so loud a song!

I saw the different things you did,  
But always you hid.  
I felt you push, I heard you call,  
I could not see yourself at all--  
O wind, a blowing all day long  
O wind, that sings so loud a song!



O you that are so strong and cold,  
O blower, are you young or old?  
Are you a beast of field and tree,  
Or just a stronger child than me?  
O wind, a-blowing all day long,  
O wind, that sings so loud a song!  
Robert Louis Stevenson

WHO HAS SEEN THE WIND?

Who has seen the wind?  
Neither I nor you;  
But when the leaves hang trembling,  
The wind is passing by.

Who has seen the wind?  
Neither you nor I:  
But when the trees  
Bow down their heads,  
The wind is passing by.  
Christian Rossetti

WIND CAPERS



The wind is out with a leap and a twirl,  
Prancing, prancing,  
The aspen tree is like a girl,  
Dancing, dancing.  
The maple tree upon the hill,  
She cannot keep her ruffles still.  
The swallows blow along the sky,  
Glancing, glancing,  
O wind, O wind, you tricky elf,  
Behave yourself!  
Nancy Byrd Turner



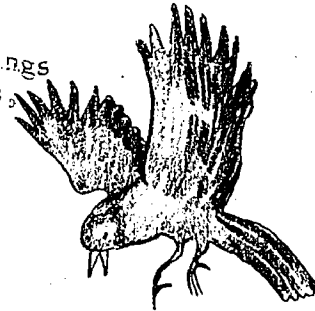
APRIL MUSIC

I'd like to spend April  
Sitting on a hill  
With a mushroom for a parasol  
And violets for a frill.

And the wind for a violin  
To play spring tunes.  
And the blossoms in the treetops  
For gay balloons.

I'd like to spend April  
Sitting on a mound.  
Watching for the flowers to pop  
Out of the ground.

With their green silk stockings  
And their new spring clothes.  
Trying to look taller  
By darning on their toes!  
Aileen Fisher



LITTLE ROBIN REDBREAST

Little Robin Redbreast sat upon a tree.  
Up went pussy cat, down flew he.  
Down came pussy cat,  
Away Robin ran  
Says Little Robin Redbreast,  
"Catch me if you can."  
Unknown

THE ROBIN'S SONG

Robin is singing a song of cheer,  
Telling us that the spring is here,  
High in the top of an old oak tree,  
His tiny throat is bursting with glee.  
Hark! He is singing, cheerie, cheerie,  
Happy springtime is here, cheerie!  
Unknown



## WHICH LANGUAGE IS BEST?

Language makes possible the exchange of ideas between peoples. It also makes possible the passing of thoughts from a father to his son. Although many people would like to know how language first began, it is not clear exactly where or how this happened. However, we do know a good deal about early and modern languages. There are probably about 3,000 languages in the world today. Some are kept in books for classes like yourselves to study.

Learning means hard work. You must develop patience with steady practice. It is difficult when people find that the new language is so different from their own. After all, you have been speaking your own language since before you can remember. A person's own language plays a very strong part in his young life. His family, his friends, even complete strangers used that language. It is easy to understand why anybody would think that his language is better. You would say, "My own language is the most beautiful and the best of all."

The very first thing that we must learn when we begin to work a new language is that every language is the best one for the people who use it.

## QUOTATIONS FROM AMERICAN INDIAN CHIEFS:

"Long ago, the Great Mystery caused this land to be and made the Indians to live in this land. Well has the Indian fulfilled all the intent of the Great Mystery for him . . . .

Once, only Indians lived in this land. Then came strangers from across the great water. No land had they; we gave them our land. No food had they; we gave them our corn. The strangers are become many and they fill all the country. They dig gold -- from my mountains; they rear cities -- of my stones and rocks; they make fine garments -- from the hides and wool of animals that eat my grass. None of these things that make their riches did they bring with them from beyond the great water; all comes from my land, the land the Great Mystery gave to the Indians.

And when I think of this, I know that it is right even so.

In the heart of the Great Mystery, it was meant that stranger visitors -- my friends across the great waters -- should come to my land; that I should bid them welcome; that all men should sit down with me and eat together of my corn. It was meant by the Great Mystery that the Indian should give to all people.

But the white man has never known the Indian. It is thus:

there are two roads, the white man's road and the Indian's road. Neither traveler knows the road of the other.

A little while, and the old Indians will no longer be and the young will be even as white men. When I think, I know that is in the mind of the Great Mystery that white men and Indians who fought together should now be one people.

There are birds of many colors - - red, blue, green, yellow - - yet all one bird.

There are horses of many colors - - brown, black, yellow, white - - yet all one horse.

So cattle - - so all living things - - animals, flowers, trees.

So men; in this land where once were only Indians, are now men of every color - - white, black, yellow, red - - yet all one people. That this should come to pass was in the heart of the Great Mystery. It is right thus.

And everywhere there should be peace."

- - Hiamovi, A chief of the Cheyennes

Surrender Speech - - Chief Joseph, Nez Perce  
to Major General O. O. Howard, Bear Paw Mountains, Montana

October 5, 1877

"Tell General Howard I know his heart. What he told me before I have in my heart. I am tired of fighting. Our chiefs are killed. Looking Glass is dead. Too-hul-hul-sote is dead. The old men are all dead. It is the young men who say yes or no. He who led on the young man is dead. It is cold and we have no blankets. The little children are freezing to death. My people, some of them, have run away to the hills, and have no blankets, no food; no one knows where they are - - perhaps freezing to death. I want to have time to look for my children and see how many of them I can find. Maybe I shall find them among the dead. Hear me, my chiefs. I am tired; my heart is sick and sad. From where the sun now stands I will fight no more forever."



## SAY SOMETHING FUNNY

### TONGUE TWISTERS

A skunk sat on a stump.  
The stump thunk the skunk stunk.  
The skunk thunk the stump stunk.

Cross crossings cautiously.

Six snakes, slipping and sliding.

The sun shines on the shop signs.

She sells seashells by the seashore.

Peter piper picked a peck of pickled peppers.  
Did Peter Piper pick a peck of pickled peppers?  
If Peter Piper picked a peck of pickled peppers, where's  
the peck of pickled peppers Peter Piper picked?

Sheep shouldn't sleep in a shack.  
Sheep should sleep in a shed.

The crow flew over the river with a lump of raw liver in his mouth.

### RHYMES

He went out one lovely night  
To call upon a miss,  
and when he reached her residence,  
this.

like

stairs

up

ran

He  
Her father met him at the door,  
He didn't see the miss  
He'll not go there again, though, for  
He

went

down

stairs

like

this.



## Limericks

Said a girl from Many Farms Lake,  
"I made the most stupid mistake.  
My car's in the hall,  
It went right through the wall,  
When I mixed up the gas and the brake."

There was a young man from Naschiti  
Who saw a skunk and thought it was a kitty.  
To make sure of that  
He gave it a pat  
They buried his clothes - - - what a pity!

There was a young fellow named Hall  
Who fell in a spring in the fall.  
'Twould have been a sad thing  
If he'd died in the spring  
But he didn't - - he died in the fall.

There was a young lady of Crete  
Who was exceedingly neat.  
When she got out of bed,  
She stood on her head  
To make sure of not soiling her feet.

There was an old person of Leads,  
And simple indeed were his needs.  
Said he, "To save toil  
Growing things in the soil,  
I'll just eat the packet of seeds."



## Rhymes

I often pause and wonder  
At fate's peculiar ways,  
For nearly all our famous men  
Were born on holidays.

Women's faults are many,  
Men have only two:  
Everything they say,  
and everything they do.

At railroad crossings,  
Here's how to figger:  
In case of a tie,  
The engine's bigger.

He ate a hot dog sandwich  
And rolled his eyes above.  
He ate half-a-dozen more,  
And died of puppy love.

I eat my peas with honey,  
I have done it all my life;  
They do taste kind of funny,  
But it keeps them on the knife.

"I guess it must be time to go,"  
At last remarked the bore;  
"A wonderful guess," she answered.  
"Why didn't you guess before?"

"I love the ground you walk on."  
This was the tale he told.  
For they lived up by the Klondike  
And the ground was full of gold!

Don't worry if your job is small,  
and your rewards are few;  
Remember that the mighty oak  
Was once a nut like you.

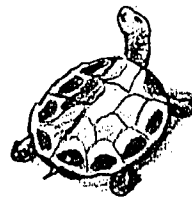
I sneezed a sneeze into the air,  
It fell to earth I know not where;  
Hard and cold were the looks of those  
In whose vicinity I snoze.

Short Poems

(1)

The Little Turtle

There was a little turtle.  
Who lived in a box.  
He swam in a puddle.  
He climbed on the rocks.



He snapped at a mosquito.  
He snapped at a flea.  
He snapped at a minnow.  
And he snapped at me.

He caught the mosquito.  
He caught the flea.  
He caught the minnow.  
But he didn't catch me.

(2)

Who has Seen the Wind?

Who has seen the wind?  
Neither I nor you;  
But when the leaves hang trembling  
The wind is passing through.

Who has seen the wind?  
Neither You nor I;  
But when the trees bow down their heads  
The wind is passing by.

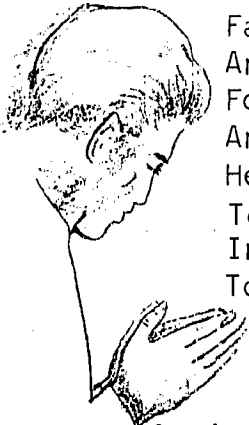
(3)

Firefly, firefly,  
Carrying a light  
Where did you come from,  
Traveling at night?

Firefly, firefly,  
Where did you buy  
Your tiny lantern  
In the wide sky?

Firefly, firefly,  
Did you come far,  
Bringing your light  
From a high, bright star?

### A Prayer



Father, we thank Thee for the night  
And for the pleasant morning light,  
For rest and food and loving care,  
And all that makes the world so fair.  
Help us to do the things we should  
To be to others, kind and good,  
In all we do, in all we say,  
To grow more loving every day.

A wise old owl sat on an old oak.  
The more he saw, the less he spoke.  
The less he spoke, the more he heard.  
Why can't we be like that wise old bird?

### Mice

I think mice  
Are rather nice.



Their tails are long,  
Their faces small,  
They haven't any  
Chins at all.  
Their ears are pink,  
Their teeth are white  
They run about  
The house at night.  
They nibble things  
They shouldn't touch  
And no one seems  
To like them much.

But I think mice  
Are rather nice.

OUR AMERICA

Speaking through Reading

Liberty or Death!

Patrick Henry

March 23, 1775

.....It is in vain, sir, to extenuate the matter.\*

Gentlemen may cry, Peace, Peace--but there is no peace--The war is actually begun! The next gale that sweeps from the north will bring to our ears the clash of resounding arms! Our brethren are already in the field! Why stand we here idle? What is it that gentlemen wish? What would they have? Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, almighty God! I know not what course others may take; but as for me, give me liberty or give me death!

With Malice Toward None

Abraham Lincoln

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow and his orphan--to do all which may achieve and cherish a just and lasting peace among ourselves, and with all nations.

\*extenuate the matter, try to make the situation seem less serious than it is.

## GETTYSBURG ADDRESS

Abraham Lincoln

November 19, 1863

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field as a final resting-place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But in a larger sense we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here have consecrated it, far above our poor power to add or detract. The world will little note nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us - that from these honored dead we take increased devotion to that cause

for which they gave the last full measure of devotion; that we here highly resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people, and for the people, shall not perish from the earth.

### DECLARATION OF INDEPENDENCE

July 4, 1776

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness. That to secure these Rights, Governments are instituted among men, deriving their just powers from the consent of the governed. That, whenever any form of government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

AMERICA, THE BEAUTIFUL

Katherine Lee Bates

(1859 - 1929)

O beautiful for spacious skies,  
For amber waves of grain,  
For purple mountain majesties  
Above the fruited plain.  
America! America!  
God shed His grace on thee,  
And crown thy good with brotherhood  
From sea to shining sea.

O beautiful for pilgrim feet  
Whose stern impassion'd stress  
A thoroughfare of freedom beat  
Across the wilderness.  
America! America!  
God mend thine every flaw,  
Confirm thy soul in self control,  
Thy liberty in law.

O beautiful for heroes provid  
In liberating strife,  
Who more than self their country loved,  
And mercy more than life.  
America! America!  
May God thy gold refine  
Till all success be nobleness,  
And every gain divine.

O beautiful for patriot dream  
That sees beyond the years;  
Thine alabaster cities gleam  
Undimmed by human tears.  
America! America!  
God shed His grace on thee,  
And crown thy good with brotherhood  
From sea to shining sea.

## I BELIEVE

Senator Robert A. Taft

(1889 - 1954)

(I believe that) we should battle the principles of communism and socialism and convince the world that its true happiness lies in the establishment of a system of liberty; that communism and socialism are the very antithesis of liberalism, and that only a nation conceived in liberty can hope to bring real happiness to its people or the world.

## PREAMBLE TO THE CONSTITUTION OF THE UNITED STATES

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

## PLEDGE OF ALLEGIANCE

I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.



## THE SHIP OF STATE

Henry W. Lonnell

Sail on, sail on. O ship of State!  
Sail on, O Union, strong and great!  
Humanity with all its fears,  
With all the hopes of future years,  
Is hanging breathless on thy fate!

In spite of rock and tempest roar,  
In spite of false lights on the shore,  
Sail on, nor fear to breast the sea!  
Our hearts, our hopes, are all with thee,  
Our hearts, our hopes, our prayers, our tears,  
Our faith triumphant o'er our fears,  
Are all with thee, are all with thee!

## OUR WAY OF LIFE

Wendell L. Wilkie

(1892 - 1944)

Our way of living together in America is a strong but delicate fabric. It is made up of many threads. It has been woven over many centuries by the patience and sacrifice of countless liberty-loving men and women. It serves as a cloak for the protection of poor and rich, of black and white, of Jew and Gentile, of foreign and native-born.

Let us not tear it asunder. For no man knows, once it is destroyed, where or when man will find its protective warmth again.

## INAUGURAL ADDRESS

John F. Kennedy

January 20, 1961

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility . . . I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it . . . and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you . . . ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessings and His help, but knowing that here on earth God's work must truly be our own.

### TYPICAL AMERICAN

Nicholas Murray Butler

(1862 - 1947)

The typical American is he who, whether rich or poor, whether dwelling in the North, South, East or West, whether scholar, professional man, merchant, manufacturer, farmer, or skilled worker for wages, lives the life of a good citizen and a good neighbor; who believes loyally and with all his heart in his country's institutions, and in the underlying principles on which these institutions are built; who directs both his private and his public life by sound principles; who cherishes high ideals; and who aims to train his children for a useful life and for their country's service.

### A GOVERNMENT OF THE PEOPLE

John Marshall (1819)

The government of the Union, then, is emphatically and truly a government of the people. In form and in substance it emanates from them. Its powers are granted by them, and are to be exercised directly on them and for their benefit.

## LANDING OF THE PILGRIM FATHERS

Felician Hemans  
(1793 - 1835)

The breaking waves dashed high  
On the stern and rock-bound coast,  
And the woods, against the stormy sky,  
Their giant branches tossed;

And the heavy night hung dark  
The hills and waters o'er,  
When a band of exiles moored their bark  
On the wild New England shore.

Not as the conqueror comes,  
They, the true-hearted, came:  
Not with the roll of the stirring drums,  
and the trumpet that sings of fame;

Not as the flying come,  
In silence and in fear --  
They shook the depths of the desert's gloom  
With their hymns of lofty cheer.

Amidst the storm they sang,  
and the stars heard, and the sea;  
And the sounding aisles of the dim woods rang  
To the anthem of the free:

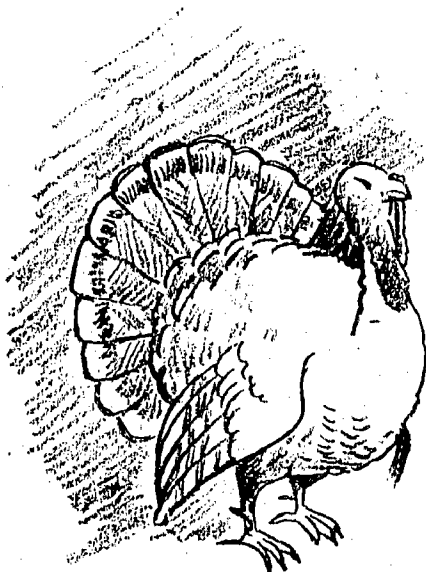
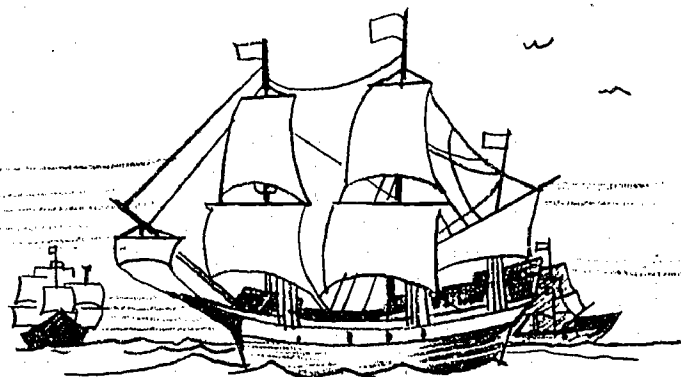
The ocean-eagle soared  
From his nest by the white wave's foam,  
And the rocking pines of the forest roared.  
This was their welcome home:

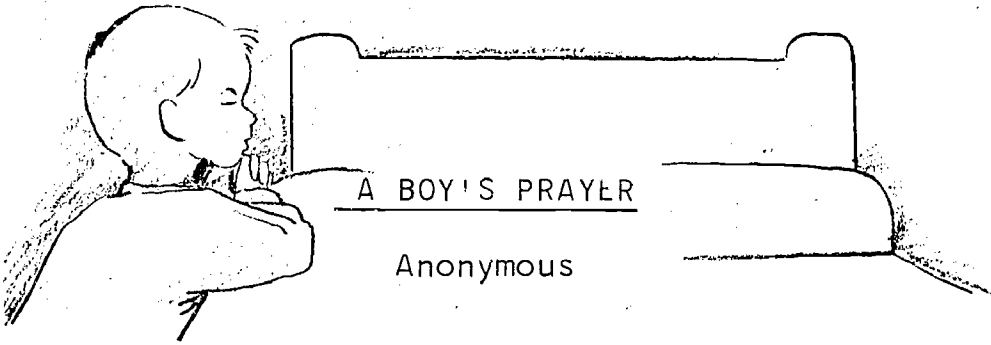
There were men with hoary hair  
Amidst the pilgrim band,  
Why have they come to wither there,  
Away from thier childhood's land?

There was woman's fearless eye,  
Lit by her deep love's truth;  
There was manhood's brow, serenely high,  
And the fiery heart of youth.

What sought they thus afar?  
Bright jewels of the mine?  
The wealth of seas, the spoils of war?  
They sought the faith's pure shrine:

Aye, call it holy ground,  
The soil where they trod!  
They have found what there they found;  
Freedom through God.





O God, on this day which is called the birthday of my country, I come to Thee with joy and thankfulness in my heart. I thank Thee for the courage and patience and faith which have been the possession of the real builders of my nation ever since the first explorers touched her shores. Help me to know that such qualities will always be greater than selfishness and greed and love of power.

I thank Thee that I live in a land where knowledge is counted as a good thing and schools are free to all. May I be an intelligent citizen not only when I am grown to manhood but now as well.

O God, Creator of all beauty, Thou hast made this country very beautiful! Far beyond imposing buildings and the ingenious inventions and conveniences which men have contrived do I prize steep mountains for my feet to climb, running streams to loiter beside, pine-carpeted forests in which dwell beasts and birds in their freedom. Help me to live near the things which Thou hast made.

And because I am so proud of my country and her possibilities,  
because I am so thrilled to be a part of it all, may I realize  
that other boys in other countries have the same feelings.

All the world is Thine, O Heavenly Father, and Thou wouldst  
have us all be brothers. Let not pride of race or place of  
birth have room in my heart today, but let me in thought  
clasp hands with all boys the world around.

May I thus celebrate in truth my country's birthday.

Amen

### THE PROMISE OF AMERICA

Thomas Wolfe

(1900 - 38)

To every man his chance  
to every man,  
regardless of his birth, his  
shining golden opportunity  
to every man the right  
to live, to work, to be himself,  
and to become whatever thing  
his manhood and his vision  
can combine to make him  
this, seeker, is  
the promise of America.

## HIAWATHA

Henry Wadsworth Longfellow

(Hiawatha was born of the beautiful Wenonah. Deserted by Hiawatha's father, the West-Wind, Wenonah soon faded from loneliness and died. It was Nokomis, the grandmother, who raised Hiawatha.)

By the shores of Gitche Gumee  
By the shining Big-Sea-Water,  
Stood the wigwam of Nokomis,  
Daughter of the moon, Nokomis.  
Dark behind it rose the forest,  
Rose the black and gloomy pine trees,  
Rose the firs with cones upon them;  
Bright before it beat the water,  
Beat the clear and sunny water,  
Beat the shining Big-Sea-Water.

There the wrinkled old Nokomis  
Nursed the little Hiawatha,  
Rocked him in his linden cradle,  
Bedded soft in moss and rushes,  
Safely bound with reindeer sinews;  
Stilled his fretful wail by saying,  
"Hush/ the Naked Bear will hear thee/"  
Lulled him into slumber, singing  
"Ewa-yea/ my little owlet/"  
Who is that, that lights the wigwam?  
Ewa-yea/ my little owlet/"

Many things Nokomis taught him  
Of the stars that shine in heaven;  
Showed him Ishkoodah, the comet;  
Ishkoodah, with fiery tresses;  
Showed the Death-Dance of the spirits,  
Warriors with their plumes and war clubs,  
Flaring far away to northward  
In the frosty nights of Winter;  
Showed the broad white road in heaven,  
Pathway of the ghosts, the shadows.

At the door on summer evenings  
Sat the little Hiawatha;  
Heard the whispering of the pine trees,  
Heard the lapping of the waters,  
Sounds of music, words of wonder;  
"Minne-wawa/" said the pine trees,  
"Mudway-aushka/" Said the water.



Saw the firefly, Wah-Wah-taysee,  
Flitting through the dusk of evening.  
With the twinkle of its candle  
Lighting up the brakes and bushes,  
And he sang the song of children  
Sung the song Nokomis taught him;  
Wah-wah-tayee, little firefly,  
Little, flitting, white-fire insect;  
Little, dancing, white-fire creature,  
Light me with your little candle,  
Ere upon my bed I lay me,  
Ere in sleep I close my eyelids/"

Saw the moon rise from the water  
Rippling, rounding from the water,  
Saw the flecks and shadows in it,  
Whispered, "What is that, Nokomis?"  
And the good Nokomis answered:  
"Once a warrior, very angry,  
Seized his grandmother, and threw her;  
"Tis her body that you see there."

Saw the rainbow in the heavens,  
In the eastern sky, the rainbow,  
Whispered, "What is that Nokomis?"  
And the good Nokomis answered:

"Tis the heaven of flowers that you see there  
All the wild flowers of the forest,  
All the lilies of the prairie,  
When on earth they fade and perish,  
Blossom in that heaven above us."

When he heard the owls at midnight,  
Hooying, laughing in the forest,  
"What is that?" he cried in terror,  
"What is that?" he said, "Nokomis?"  
And the good Nokomis answered:  
"That is but the owl and owlet,  
Talking in their native language,  
Talking, scolding at each other."

Then the little Hiawatha  
Learned of every bird its language  
Learned their names and all their secrets,  
How they built their nests in summer,  
Where they hid themselves in winter,  
Talked with them whenever he met them,  
Called them "Hiawatha's Chickens."

Of all the beasts he learned the language,  
Learned their names and all their secrets,  
How the beavers built their lodges,  
Where the squirrels hid their acorns,  
How the reindeer ran so swiftly,  
Why the rabbit was so timid,

Talked with them whenever he met them,  
Called them "Hiawatha's Brothers."

## COLUMBUS

Joaquin Miller

It is difficult for modern Americans to appreciate fully the debt we owe Columbus. As you read this poem, try to imagine what it would be like to cross the Atlantic, not knowing what lay ahead; before there were any ocean liners, submarines, or airplanes. What kind of man would attempt such a voyage?

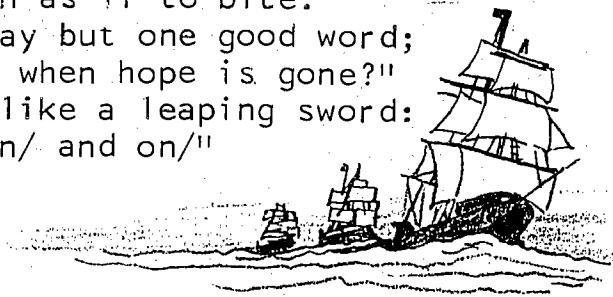
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Behind him lay the gray Azores,  
Behind the Gates of Hercules;  
Before him not the ghost of shores,  
Before him only shoreless seas.  
The good mate said: "Now we must pray,  
For, lo/ the very stars are gone,  
Brave Admiral, speak; what shall I say?"  
"Why, say: 'Sail on, sail on/ and on!'"

"My men grow mutinous day by day;  
My men grow ghastly wan and weak."  
The stout mate thought of home: a spray  
Of salt wave washed his swarthy cheek.  
"What shall I say, brave Adm'r'l, say,  
If sight naught but seas at dawn?"  
"Why, you shall say, at break of day:  
'Sail on/ sail on/ and on!'"

They sailed and sailed, as winds might blow,  
Until at last the blanched mate said:  
"Why, now not even God would know  
Should I and all my men fall dead.  
These very winds forget the way,  
For God from these dread seas is gone.  
Now speak, brave Adm'r'l, speak and say--"  
He said: "Sail on/ sail on/ and on!"

They sailed. They sailed. Then spake the mate:  
"This mad sea shows its teeth tonight;  
He curls his lip, he lies in wait  
With lifted teeth as if to bite:  
Brave Adm'r'l, say but one good word;  
What shall we do when hope is gone?"  
The words leapt like a leaping sword:  
"Sail on/ sail on/ and on!"



Then pale and worn, he paced the deck  
And peered through darkness. Ah that night  
Of all the dark nights/ and then a speck--  
A light/ A light/ At last a light/  
It grew, a starlit flag unfurled/  
It grew to be Time's burst of dawn.  
He gained a world; he gave that world  
Its greatest lesson: "On/ sail on/"

### CONSECRATION

Marine Corporal Vin Cassidy, 1944

My heart and soul  
I consecrate,  
My life to him  
I dedicate  
I fight for him,  
I fight that he  
May be what I  
Had hoped to be.

I fight and pray  
That wars shall cease;  
That his shall be  
A world at peace;  
His dreams, my dreams  
And all his plans.  
His name -- my son,  
And every man's.

### BIBLE VERSES CHOSEN BY THE PRESIDENTS

Ulysses S. Grant: And the spirit of the Lord shall rest upon him, the spirit of wisdom and understanding, and spirit of counsel and might, the spirit of knowledge and the fear of the Lord. -- Isa. 11:2.

Chester A. Arthur: In Thee Oh Lord, do I put my trust; let me never be ashamed; deliver me in Thy righteousness. -- Ps. 31:1.

Theodore Roosevelt: But be ye doers of the word, and not hearers only, deceiving your own selves. -- James 1:22.

## STOPPING BY WOODS ON A SNOWY EVENING

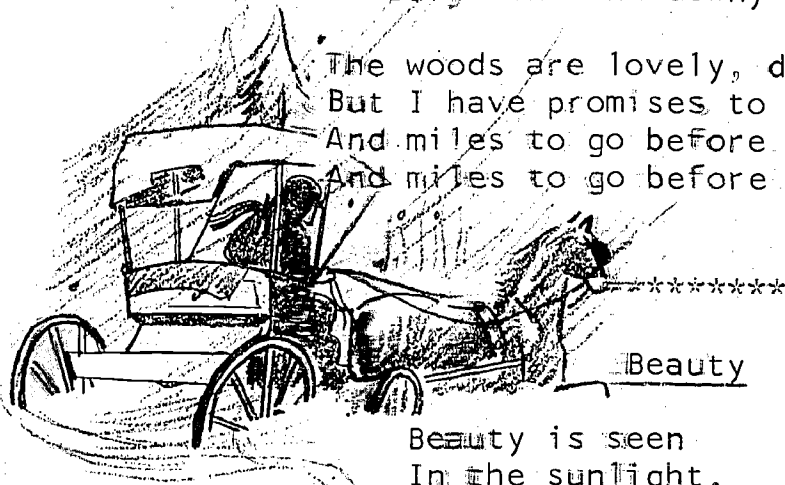
Whose woods these are I think I know.  
His house is in the village though;  
He will not see me stopping here  
To watch his woods fill up with snow.

My little horse must think it queer  
To stop without a farmhouse near  
Between the woods and frozen lake  
The darkest evening of the year.

He gives his harness bells a shake  
To ask if there is some mistake.  
The only other sound's the sweep  
Of easy wind and downy flake.

The woods are lovely, dark and deep,  
But I have promises to keep,  
And miles to go before I sleep,  
And miles to go before I sleep.

--Robert Frost



Beauty

Beauty is seen  
In the sunlight,  
The trees, the birds  
Corn growing and people working  
Or dancing for their harvest.

Beauty is heard  
In the night,  
Wind sighing, rain falling,  
Or a singer chanting  
Anything in earnest.

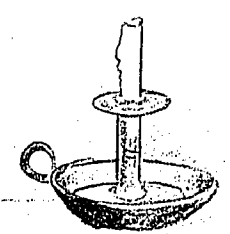
Beauty is in yourself.  
Good deeds, happy thoughts  
That repeat themselves  
In your dreams,  
In your work,  
and even in your rest.

-- E-Yeh-Shure

## A VISIT FROM ST. NICHOLAS

Clement C. Moore

'Twas the night before Christmas, when all  
through the house  
Not a creature was stirring, not even a  
mouse;  
The stockings were hung by the chimney  
with care,  
I hopes that St. Nicholas soon would be  
there;  
The children were nestled all snug in  
their beds  
While visions of sugar-plums danced in  
their heads;  
And Mamma in her 'kerchief, and I in my  
cap,  
Had just settled our brains for a long  
winter's nap,  
When out on our lawn there arose such a  
clatter,  
I sprang from my bed to see what was the  
matter.  
Away to the window I flew like a flash,  
Tore open the shutters and threw up the  
sash.  
The moon on the breast of the new-fallen  
snow  
Gave a lustre of midday to objects below,  
When, what to my wondering eyes did appear,  
But a miniture sleigh and eight tiny rein-  
deer,  
With a little old driver, so lively and  
quick,  
I knew in a moment it must be St. Nick.  
More rapid than eagles his coursers they  
came,  
And he whistled, and shouted, and called  
them by name:  
"Now, Dasher! Now, Dancer! Now Prancer  
and Vixen!  
On Comet, on Cupid, Donder and Blitzen!  
To the top of the porch! To the top of the wall!  
Now dash away! dash away! dash away, all!"  
As dry leaves that before the wild hurricane fly  
When they meet with an obstacle, mount to the sky,  
So up to the housetop the coursers they flew,  
With a sleigh full of toys, and St. Nicholas too.



And in a twinkling I heard on the  
roof

The prancing and pawing of each little hoof.  
As I drew in my head, and was turning  
around,

Down the chimney St. Nicholas came with a  
bound.

He was dressed all in fur, from his head  
to his foot;

And his clothes were all tarnished with  
ashes and soot;

A bundle of toys he had flung on his back  
And he looked like a peddler just opening  
his pack.

His eyes - - how they twinkled, his dimples,  
how merry!

His cheeks were like roses, his nose like  
a cherry!

His droll little mouth was drawn up like a bow,  
And the beard on his chin was as white as  
the snow;

The stump of a pipe he held tight in his teeth,  
And the smoke, it encircled his head like  
a wreath;

He had a broad face and a little round belly  
That shook when he laughed, like a bowl  
full of jelly.

He was chubby and plump, a right jolly  
old elf,

And I laughed when I saw him, in spite of  
myself;

A wink of his eye and a twist of his head,  
Soon gave me to know I had nothing to dread;  
He spoke not a word, but went straight to  
his work,

And filled all the stockings; then  
turned with a jerk,

And laying his finger aside of his nose,  
And giving a nod, up the chimney he rose.

He sprang to his sleigh, to his team gave a  
Whistle,

And away they all flew like the down of  
a thistle.

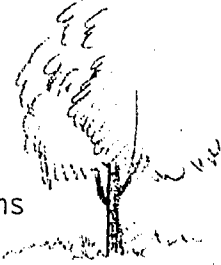
But I heard him exclaim, ere he drove  
out of sight,

"MERRY CHRISTMAS TO ALL, AND TO ALL A GOOD-NIGHT"

## THE VILLAGE BLACKSMITH

Henry Wadsworth Longfellow

Under a spreading chestnut-tree  
The village smithy stands;  
The smith, a mighty man is he,  
With large and sinewy hands;  
And the muscles of his brawny arms  
Are strong as iron bands.



His hair is crisp, and black, and long,  
His face is like the tan;  
His brow is wet with honest sweat,  
He earns what he can,  
And looks the whole world in the face,  
For he owes not any man.

Week in, week out, from morn till night,  
You can hear his bellows blow;  
You can hear him swing his heavy sledge,  
With measured beat and slow,  
Like a sexton ringing the village bell, When the  
When the evening sun is low.

And children coming home from school  
Look in at the open door;  
They love to see the flaming forge,  
And hear the bellows roar,  
And catch the burning sparks that fly  
Like chaff from a threshing-floor.

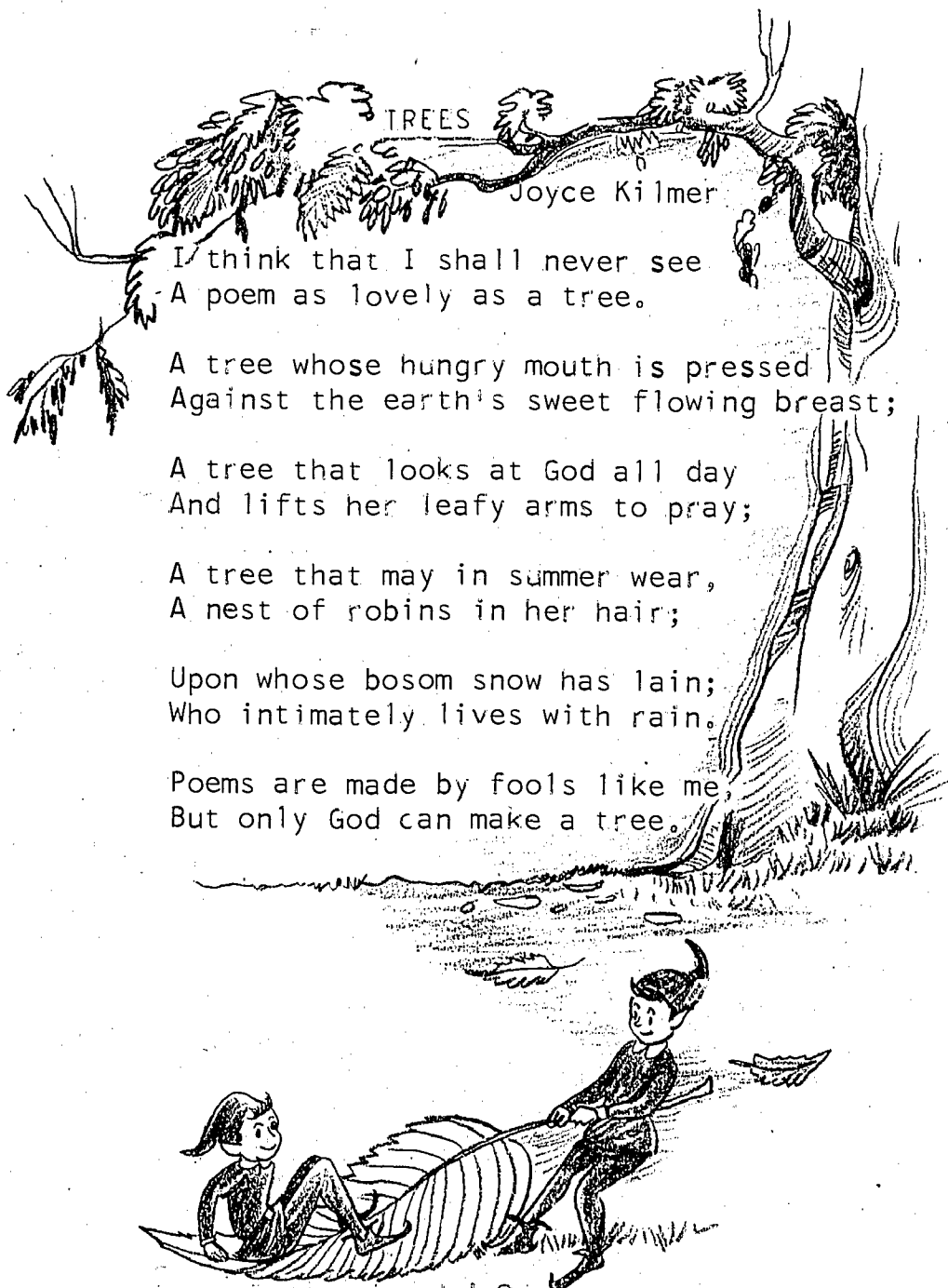
He goes on Sunday to the church,  
And sits among his boys;  
He hears the parson pray and preach,  
He hears his daughter's voice,  
Singing in the village choir,  
And it makes his heart rejoice.

It sounds to him like her mother's voice,  
Singing in Paradise  
He needs must think of her once more,  
How in the grave she lies;  
And with his hard rough hand he wipes  
A tear out of his eyes.



Toiling - rejoicing - sorrowing,  
Onward through life he goes;  
Each morning sees some task begun,  
Each evening sees it close;  
Something attempted, something done,  
Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,  
For the lesson thou hast taught.  
Thus at the flaming forge of life  
Our fortunes must be wrought;  
Thus on its sounding anvil shaped  
Each burning deed and thought.



I think that I shall never see  
A poem as lovely as a tree.

A tree whose hungry mouth is pressed  
Against the earth's sweet flowing breast;

A tree that looks at God all day  
And lifts her leafy arms to pray;

A tree that may in summer wear,  
A nest of robins in her hair;

Upon whose bosom snow has lain;  
Who intimately lives with rain.

Poems are made by fools like me,  
But only God can make a tree.



## THE HOUSE BY THE SIDE OF THE ROAD

Sam Walter Foss



There are hermit souls that live withdrawn  
In the peace of their self-content;  
There are souls like stars, that dwell apart,  
In a fellowless firmament;  
There are pioneer souls that blaze their paths  
Where highways never ran -  
But let me live by the side of the road  
And be a friend to man.

Let me live in a house by the side of the road  
Where the race of men go by -  
The men who are good and the men who are bad,  
As good and as bad as I.  
I would not sit in the scorner's seat  
Or hurl the cynic's ban - -  
Let me live in a house by the side of the road  
And be a friend to man.

I see from my house by the side of the road,  
By the side of the highway of life,  
The men who press with the ardor of hope,  
The men who are faint with the strife,  
But I turn not away from their smiles nor their tears,  
Both parts of an infinite plan - -  
Let me live in a house by the side of the road  
And be a friend to man.

I know there are brook-gladdened meadows ahead,  
And mountains of wearisome height;  
That the road passes on through the long afternoon  
And stretches away to the night.  
And still I rejoice when the travelers rejoice  
And weep with the strangers that moan,  
Nor live in my house by the side of the road  
Like a man who dwells alone.

Let me live in a house by the side of the road,  
Where the race of men go by - -  
They are good, they are bad, they are weak, they are  
strong,  
Wise, foolish - - so am I.  
Then why should I sit in the scorner's seat,  
Or hurl the cynic's ban?  
Let me live in a house by the side of the road  
And be a friend to man.

NANCY HANKS

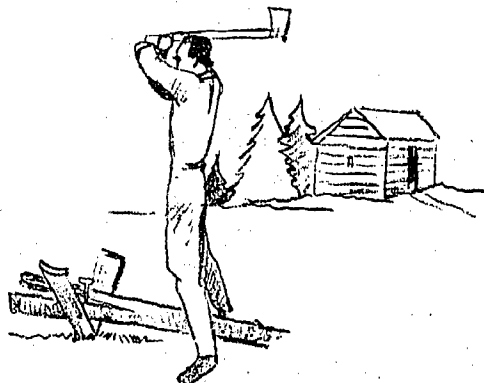
Rosemary Benet

If Nancy Hanks  
Came back as a ghost  
Seeking news  
Of what she loved most,  
She'd ask first  
"Where's my son?  
What's happened to Abe?  
What's he done?"

"Poor little Abe  
Left all alone  
Except for Tom,  
Who's rolling a stone;  
He was only nine  
The year I died.  
I remember still  
How hard he cried.

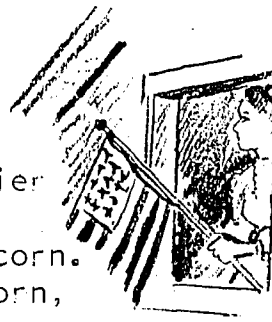
"Scrapin' along  
In a little shack,  
With hardly a shirt  
To cover his back,  
And a prairie wind  
To blow him down  
or pinching times  
If he went to town.

"You wouldn't know  
About my son?  
Did he grow tall?  
Did he have fun?  
Did he learn to read?  
Did he get to town?  
Do you know his name?  
Did he get on?"



BARBARA FRIETCHIE

John Greenleaf Whittier



Up from the meadow rich with corn.  
Clear in the cool September morn,

The clustered spires of Frederick stand  
Green-walled by the hills of Maryland.

Round about them orchards sweep,  
Apple and peach tree fruited deep,

Fair as the garden of the Lord  
To the eyes of the famished rebel horde,

On the pleasant morn of the early fall  
When Lee marched over the mountain-wall;

Over the mountains winding down,  
Horse and foot, into Frederick town.

Forty flags with their silver stars,  
Forty flags with their crimson bars,

Flapped in the morning wind: the sun  
Of noon looked down, and saw not one.

Up rose old Barbara Frietchie then,  
Bowed with her four score years and ten;

Bravest of all in Frederick town,  
She took up the flag the men hauled down;

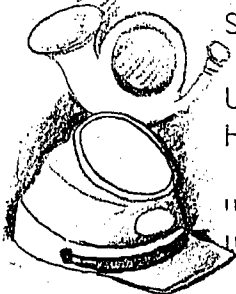
In the attic window the staff she set,  
To show that one heart was loyal yet.

Up the street came the rebel tread,  
Stonewall Jackson riding ahead.

Under his slouched hat left and right  
He glanced; the old flag met his sight.

"Halt." - the dust-brown ranks stood fast.  
"Fire." - out blazed the rifle blast.

It shivered the window, pane and sash;  
It rent the banner with seam and gash.



Quick, as it fell, from the broken staff  
Dame Barbara snatched the silken scarf.

She leaned far out on the window-sill,  
And shook it forth with a royal will.

"Shoot, if you must, this old gray head,  
But spare your country's flag," she said.

A shade of sadness, a blush of shame,  
Over the face of the leader came;

The nobler nature within him stirred  
To life at that woman's deed and word;

"Who touches a hair of yon gray head  
Dies like a dog. March on," he said.

All day long through Frederick street  
Sounded the tread of marching feet.

All day long that free flag tossed  
Over the heads of the rebel host.

Ever its torn folds rose and fell  
On the loyal winds that loved it well;

And through the hill-gaps sunset light  
Shone over it with a warm good-night.

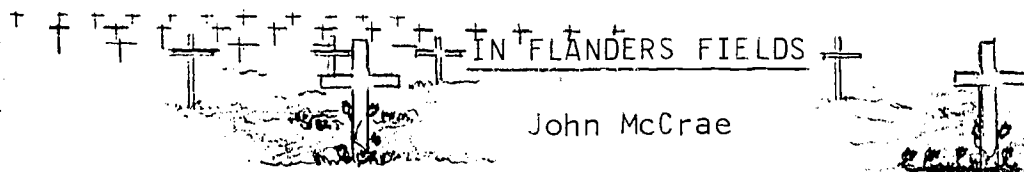
Barbara Frietche's work is o'er,  
And the rebel rides his raids no more.

Honor to her, and let a tear  
Fall, for her sake, on Stonewall's bier.

Over Barbara Frietche's grave,  
Flag of Freedom and Union, wave.

Peace and order and beauty draw  
Round thy symbols of light and law;

And ever the stars above look down  
On thy stars below in Frederick town.

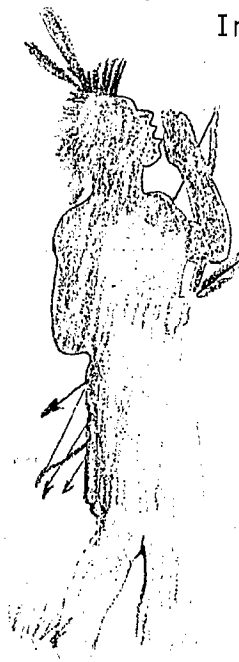


John McCrae

In Flanders Fields the poppies blow  
Between the crosses, row on row,  
That mark our place; and in the sky  
The lark, still bravely singing, fly  
Scarce heard amid the guns below.

We are the Dead, Short days ago.  
We lived, felt Dawn, saw sunset glow,  
Loved and were loved, and now we lie  
In Flanders Fields.

Take up our quarrel with the foe;  
To you from failing hands we throw  
The torch; be yours to hold it high.  
If ye break faith with us who die  
We shall not sleep, though poppies grow  
In Flanders fields.

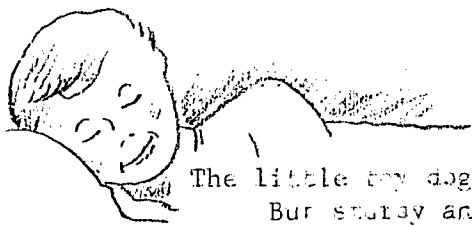


### A SONG OF GREATNESS

A Chippewa Indian Song:

When I hear the old man  
Telling of heros,  
Telling of great deeds  
Of ancient days,  
When I hear them telling,  
Then I think within me  
I to am one of these.

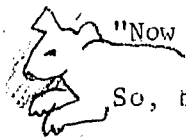
When I hear the people  
Praising great ones,  
Then I know that I too  
Shall be esteemed,  
I too when my time comes  
Shall do mightily.



### LITTLE BOY BLUE

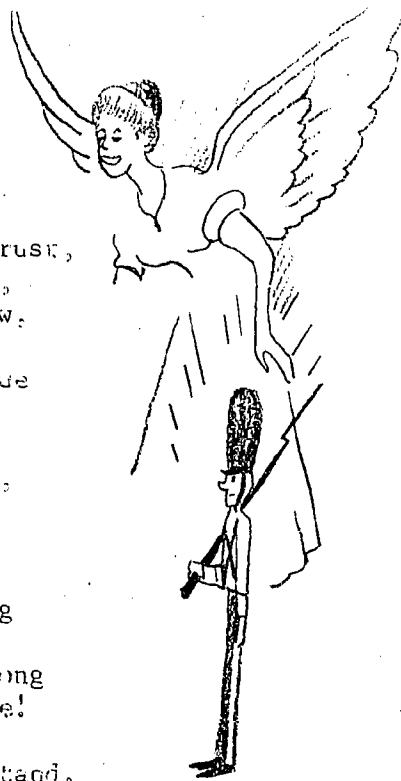
Eugene Field

The little boy dog is covered with dust,  
But sturdy and staunch he stands;  
And the little boy soldier is red with rust,  
And his musket mottos in his hands,  
Time was when the little boy dog was new,  
And the soldier was passing fair;  
And that was the time our Little Boy Blue  
Kissed them and put them there.



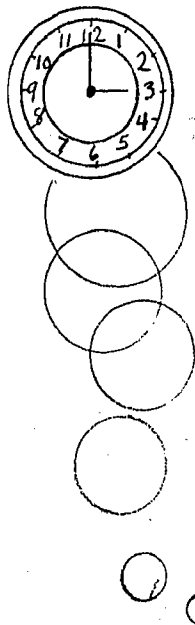
"Now don't you go till I come," he said,  
"And don't you make any noise."  
So, toddling off to his trundle-bed,  
He dreamed of the pretty toys;  
And, as he was dreaming, an angel's song  
Awakened our Little Boy Blue --  
Oh! the years are many, the years are long  
But the little boy friends are true!

Aye, faithful to Little Boy Blue they stand,  
Each in the same old place --  
Awaiting the touch of a little hand,  
The smile of a little face;  
And they wonder, as waiting the long years through  
In the dust of that little chair,  
What has become of our Little Boy Blue,  
Since he kissed them and put them there.



### THERE ISN'T TIME

Eleanor Farjeon



There isn't time, there isn't time  
To do the things I want to do,  
With all the mountain-tops to climb,  
And all the woods to wander through,  
And all the seas to sail upon,  
And everywhere there is to go,  
And all the people, every one  
Who lives upon the earth, to know.  
There's only time, there's only time  
To know a few, and do a few,  
And then sit down and make a rhyme  
About the rest I want to do.

## THE LORD IS MY SHEPHERD

The Bible: Psalm 23

The Lord is my shepherd;  
I shall not want.  
He maketh me to lie down in green pastures;  
He leadeth me beside the still waters.  
He restoreth my soul.

He leadeth me in paths of righteousness  
For his name's sake.  
Yea, though I walk through the valley of  
the shadow of death;  
I will fear no evil;  
For thou art with me;  
Thy rod and Thy staff,  
They comfort me.

Thou preparest a table before me  
In the presence of my enemies;  
Thou anointest my head with oil;  
My cup runneth over.



Surely goodness and mercy shall follow me  
All the days of my life;  
And I will dwell in the house of the Lord  
Forever.

## THE TURQUOISE HORSE

The turquoise horse runs with me.  
From where we start the turquoise horse is seen.  
The lightning flashes from the turquoise horse.  
The turquoise horse is terrifying.  
He stands on the upper circle of the rainbow.  
The sunbeam is in his mouth for a bridle.  
He circles around all the people of the earth.  
Today he is on my side.  
And I shall win with him..

from the Navajo Indians by  
Dane Coolidge and Mary Roberts Coolidge

## THE FLAG GOES BY

Henry Holcomb Bennett

Hats off!  
Along the street there comes  
A blare of bugles, a ruffle of drums,  
A flash of color beneath the sky;

Hats off!  
The flag is passing by!

Blue and crimson and white it shines,  
Over the steel-tipped, ordered lines,  
Hats off!

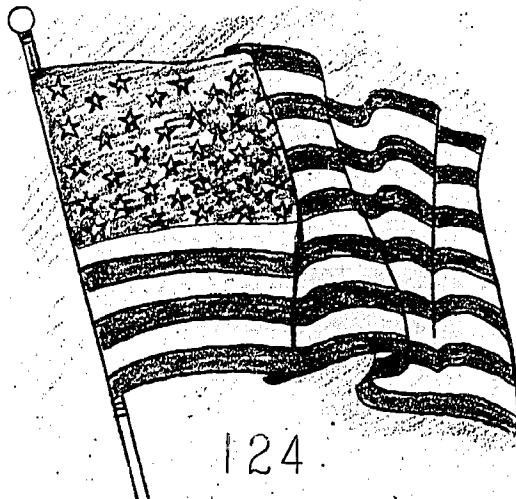
The colors before us fly;  
But more than the flag is passing by;  
Sea-fights and land-fights, grim and great,  
Fought to make and save the State;  
Weary marches and sinking ships;  
Cheers of victory on dying lips;

Days of plenty and years of peace;  
March of a strong land's swift increase;  
Equal justice, right and law,  
Stately honor and reverent awe;

Sign of a nation great and strong  
Toward her people from foreign wrong;  
Pride and glory and honor - - all  
Live in the colors to stand or fall,

Hats off!  
Along the street there comes  
A blare of bugles, a ruffle of drums;  
And loyal hearts are beating high;

Hats off!  
The flag is passing by!





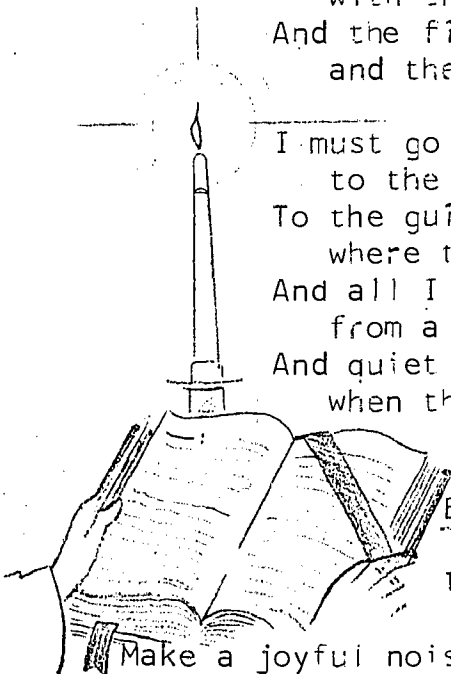
## SEA FEVER

John Masefield

I must go down to the sea again,  
to the lonely sea and the sky,  
And all I ask is a tall ship  
and a star to steer her by,  
And the wheel's kick and the wind's song  
and the white sail's shaking,  
And a gray mist on the sea's face,  
and a gray dawn breaking.

I must go down to the seas again,  
for the call of the running tide  
Is a wild call and a clear call  
that may not be denied;  
And all I ask is a windy day  
with the white clouds flying,  
And the flying spray and the blown spume,  
and the sea gulls crying.

I must go down to the seas again,  
to the vagrant gypsy life,  
To the gulls' way and the whale's way  
where the wind's like a whetted knife;  
And all I ask is a merry yarn  
from a laughing fellow-rover,  
And quiet sleep and a sweet dream  
when the long trick's over.



## BE THANKFUL UNTO HIM

The Bible: Psalm 100

Make a joyful noise unto the Lord, all ye lands.  
Serve the Lord with gladness!  
Come before His presence with singing!

Know ye that the Lord He is God:  
It is He that hath made us, and not we ourselves;  
We are His people, and the sheep of His pasture.

Enter into His gates with Thanksgiving, and into  
His courts with praise!  
Be thankful unto Him and bless His name.

For the Lord is good;  
His mercy is everlasting;  
And his truth endureth to all generations.

### THE CREATION

Cecil Alexander

All things bright and beautiful,  
All creatures great and small,  
All things wise and wonderful,  
The Lord God made them all.

Each little flower that opens,  
Each little bird that sings  
He made their glowing colors,  
He made their tiny wings.

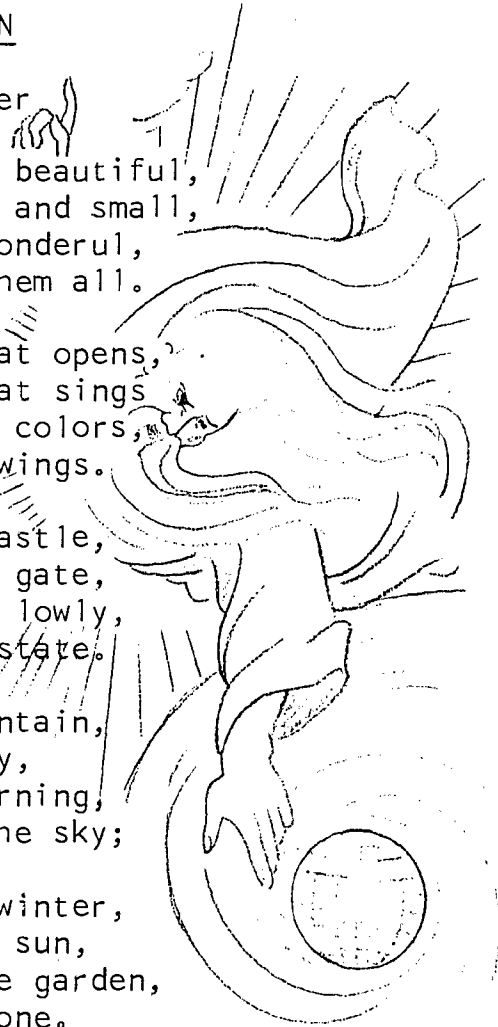
The rich man in his castle,  
The poor man at his gate,  
God made them high or lowly,  
And ordered their estate.

The purple headed mountain,  
The river running by,  
The sunset and the morning,  
That brightens up the sky;

The cold wind in the winter,  
The pleasant summer sun,  
The ripe fruits in the garden,  
He made them every one.

The tall trees in the greenwood,  
The meadows where we play,  
The rushes by the water  
We gather every day,

He gave us eyes to see them,  
And lips that we might tell  
How great is God Almighty,  
Who has made all things well!



## OPEN RANGE

Kathryn and Byron Jackson

Prairie goes to the mountain,  
Mountain goes to the sky.  
The sky sweeps across to the distant hills  
And here, in the middle,  
Am I.

Hills crowd down to the river,  
Rivers run by the trees.  
Tree throws its shadow on sunburnt grass  
And here, in the shadow,  
Is me.

Shadows creep up the mountain,  
Mountain goes black on the sky,  
The sky bursts out with a million stars  
And here, by the campfire,  
Am I.

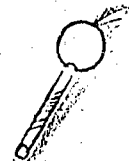


## NAVAJO POETRY

I walk in the trail of beauty.  
My thoughts are like the trail of beauty.  
I walk among beautiful flowers.  
My words are like beautiful flowers  
from the Blessing Way Chant

All sad thoughts are turned to morning rain drops.  
All sad words are turned to the little wind.  
Blessings flow from all directions.  
All is beautiful again.  
All is beautiful again.  
All is beautiful again.  
from the Blessing Way Chant

Happily may I walk.  
May it be as it was long ago - as I walk.  
May it be beautiful before me.  
May it be beautiful behind me.  
May it be beautiful below me.  
May it be beautiful above me.  
May it be beautiful all around me.  
In beauty all is finished.  
from Navajo Prayer



## THE CREATION

James Weldon Johnson

And God stepped out of space,  
And He looked around and said:  
I'm lonely - - I'll make me a world.

As far as the eye could see  
Darkness covered everything,  
Blacker than a hundred midnights  
Down in a cypress swamp.

Then God smiled, And the light broke,  
And the darkness rolled up on one side,  
And the light stood shining on the other,  
And God said: That's good!

Then God reached out and took the light in His hands  
And God rolled the light around in His hands  
Until He made the sun;  
And He set that sun ablazing in the heavens.  
And the light that was left from making the sun  
God gathered it up in a shining ball  
And flung it against the darkness,  
Spangling the night with the moon and stars.  
Then down between the darkness and the light  
He hurled the world;  
And God said: That's good!

Then God himself stepped down-  
And the sun was on His right hand,  
And the moon was on His left;  
The stars were clustered about His head,  
And the earth was under His feet,  
And God walked, and where He trod  
His footsteps hollowed the valleys out  
And bulged the mountains up.

Then He stopped and looked and saw  
That the earth was not a barren  
So God stepped over to the edge of the world  
And He spat out the seven seas -  
He batted His eyes, and the lightnings flashed  
He clapped His hands, and the thunders rolled  
And the waters above the earth came down,  
The cooling waters came down.

Then the grass sprouted,  
And the little red flowers blossomed,  
The pine tree pointed his fingers to the sky,  
And the oak spread out his arms,  
The lakes cuddled down in the hollow of the ground.  
And the rivers ran down to the sea;  
And God smiled again.  
And the rainbow appeared,  
And curled itself around His shoulder.

Then God raised His arm and waved his hand,  
Over the seas and over the land,  
And He said: Bring forth! Bring forth!  
And quicker than God could drop his hand,  
Fishes and fowls  
And beasts and birds  
Swam the rivers and the seas,  
Roamed the forests and woods,  
And split the air with their wings.  
And God said: That's good!

Then God walked around,  
And God looked around  
On all that he had made.  
He looked at His sun,  
And he looked at His moon,  
And he looked at His little stars;  
He looked on His world  
With all its living things,  
And God said: I'm lonely still.

Then God sat down -  
On the side of a hill where he could think;  
By a deep, wide river He sat down;  
With His head in His hands,  
God thought and thought,  
Till He thought: I'll make me a man!

Up from the bed of the river  
God scooped the clay;  
And by the bank of the river  
He kneeled Him down;  
And there the great God Almighty  
Who lit the sun and fixed it in the sky,  
Who flung the stars to the most far corner  
of the night,  
Who rounded the earth in the middle of His hand;

This Great God,  
Like a mammy bending over her baby,  
Kneeled down in the dust  
Toiling over a lump of clay  
Till he shaped it in His own image.

Then into it He blew the breath of life,  
And man became a living soul.

Amen, Amen.

## T H E N A V A J O S

Released by: The Navajo Tribe  
Public Relations & Information Department  
Window Rock, Arizona

Received: Intermountain School  
Brigham City, Utah  
April, 1964

The Navajo Indian Tribe presents one of the puzzles of America in the 20th century.

Other Indians have vanished. Not the Navajo. They now number nearly 97,000 and are increasing three times as fast as the rest of the U.S. population.

Other Indians have lost their native language. Not the Navajo. Most adults speak only a few words of English.

Other Indians have lost all or part of their ancient hunting grounds. Not the Navajo. Since their treaty with the United States in 1868, they have increased the size of their reservation four times, from 3½ million acres to almost 16 million acres.

Other Indians have deserted their loghouses or tepees for more modern housing. But most of the Navajo families still live several miles from their nearest neighbors in hogans-- windowless mud and log huts with earth floors.

But take a look at the isolation of Navajoland and you begin to solve the puzzle of the primitive Navajo.

Civilization has moved along the world's waterways, railroads, and highways. Up to now, the Navajos have found themselves by-passed by all of these. Nor have they seen much of other modern miracles; electric power, the telephone, television.

NAVAJO HISTORY. The Navajos, ethnologists believe, descend from a nomadic people who relied on hunting for their livelihood. They speak a variant of Athabascan tongue, a language one can still trace through Indian tribes residing in Oregon, British Columbia, and the interior of Alaska.

The Navajos (who call themselves "Dineh" - - The People) migrated to the southwest in possibly the 16th century (though Navajo mythology says the people have always been there). When they settled in what is now northern New Mexico, The People showed themselves progressive and adaptable, adopted the agricultural ways of the Pueblo Indians.

By the late 16th century, early Spanish explorers mistook them for Apaches (indeed, their language are alike) and called them "Apache de Navahu"--The Apaches of the cultivated fields.

By the beginning of the 17th century, the Navajos had shifted their ways again. They began to acquire horses and sheep and goats from the Spaniards, and by 1680 when the Pueblo Indians revolted and drove out the Spanish, the Navajos had



adopted a pastoral culture, had learned to love sheep that provided them with food and clothing.

The Navajos lived for the next 200 years in their quiet canyons and fertile valleys, left them only for occasional raids on Indian pueblos.

Following the Indian wars, U.S. Army General William Tecumseh Sherman signed a treaty with Navajo leaders at Fort Sumner in 1868. The Navajos agreed to return to some 3½ million acres in the Canyon de Chelly area and keep peace with other Indian tribes. In turn, the United States agreed to give them 30,000 head of sheep and goats.

Successive presidential orders gave the Navajos more area. Even so, under their pastoral economy, the Navajos did not have enough land. Livestock herds steadily devoured range grasses, and heavy rains of the 1880's produced widespread erosion.

But the people kept pretty much to their old ways. They continued to eke out a living from raising sheep, a little melon and squash culture, rug weaving, silversmithing, part-time farm and railroad work off the reservation.

SOCIAL REVOLUTION. Then came World War II. Railroads and war industries needed manpower and recruited more than 15,000

Thirty-five hundred joined the Army, Navy, and Marines. The Navajos made an outstanding contribution to the war effort. Navajo Marines in the South Pacific developed a code in their own Navajo language. The Japanese never cracked it.

But when the people returned to the reservation at war's end, they had seen too much to go back to the life they once knew. They were psychologically ready to span the standstill of centuries in a decade. And a combination of happy circumstances occurred to help them do it.

Big drilling companies discovered oil, paid the Tribe millions for rights to its latent oil reserves, and more millions for royalties on the oil they pumped to New Mexico and the West Coast.

The U. S. Government set up the Indian Claims Commission to settle all American Indian claims against the United States and told the Navajos to hire themselves an attorney to prepare their case.

And Congress, in the midst of big spending for post-war foreign aid, was appraised of the plight of the Navajo at home and voted 88 million in 1950 for Navajo-Hopi rehabilitation.

Oil. Legal rights. Federal funds. This amalgam has created a revolution among the People.

The Tribe, for so many years a loose association of families, has achieved a sense of awareness. With its mineral revenues, it has been able to set up its own government under the leadership of the Chief Executive, Chairman, Navajo Tribe, police, courts, industry, and take over functions long delegated to the Bureau of Indian Affairs.

Although the United States committed itself in the 1868 treaty to supply a schoolroom and teacher for every 30 Navajo children, Navajos largely resisted schooling for their children. When the war opened The People's eyes to life outside the reservation and more federal funds were made available, the education explosion began. As late as 1950, only 12,000 children were in school. Now practically all Navajo children (some 30,000) attend 150 schools on the reservation and its periphery.

Few Navajos live in villages. They're scattered all over the 25,000 square miles of the reservation. Most children must leave their isolated family hogan, therefore, and board in federal dormitories.

How well do Navajos learn? The language barrier slows down many and gives teachers more trouble than other one factor on the reservation schools. But for a good Navajo student (usually one whose parents speak English at home), the sky's the limit.

The tribe has set up a \$10 million trust fund for college

scholarships. These can be obtained by any Navajo youngster who is qualified to get into college.

And the U.S. Public Health Service has virtually stopped the march of disease. Since it took over Indian health from BIA, the USPHS has set up five hospitals and a chain of health clinics in the field. The result: more and more of the People are enjoying better and better health. If you're a natural born pessimist, you might compare the Navajo reservation's meager development with its exploding population and then wind up forecasting disaster for the reservation Navajo.

But in this land of paradox and contrast, one of the Navajo's biggest problems today may turn out to be one of its biggest assets tomorrow.

A whole new school of economists have looked at growing populations all over the world. But they're not calling it a curse. It's the "Population Blessing".

What about the Navajo? Is the tribe's booming population merely an insuperable problem? Or will it turn out to be a pool of valuable manpower and a ready market for all manner of manufactured goods and services?

In assessing the value of reservation resources, then, you must consider manpower as one of its greatest. And, as Navajos acquire greater job skills, that manpower will grow in value.

Universal schooling has only been achieved in the past few years. Who knows what effect this phenomenon will have on Navajoland.

TOURISM. Many overlook one of Navajoland's greatest and most salable resources: its spectacular scenery.

Tribal leaders have already recognized the tremendous drawing power of such scenery-studded spots as the red rock walls of Canyon de Chelly, the pines and spruces and trout streams and lakes of the Chuska Mountains, the majestic and ancient spires of Monument Valley, the dry falls of the Little Colorado, Glen Canyon Dam and its gigantic Lake Powell and Moran Lake. Monument Valley's 96,000 acres is the first of a number of parks planned by the Tribe.

Even in the wide open West, recreation areas become more jammed every year; Navajos know they have a golden opportunity to meet increasing recreation needs in the West. The people have to be ready to go into the tourist business; set up motels, restaurants, and shops where sightseers can spend their vacation dollars. As it is, there are few places on the reservation where a tourist can spend the night, or even have a good dinner. Thousands visit the Navajo Tribal Fair at Window Rock each September, but must drive 27 miles away to Gallup for motel accommodations.

The Tribe, however, has seen its success at two small motels; one at Window Rock, the other at Shiprock, and has engaged consulting firms to help plan more motels and restaurants.

Soon the Tribe may have a network of motels across the reservation. More than 8,000 tourists visited Canyon de Chelly in 1955; 21,000 visited in 1959. In 1960, 50,000 came to see it's wonders. Perhaps the first new tribal motel will spring up here.

The Tribe has developed a huge Boy Scout camp in a natural gigantic amphitheater in the Chuska Mountains. Boy Scouts from all over the United States visit the camp every year, then return home and spread the word about the beauties of the reservation.

MINERALS. At the present time, oil and gas constitute the most important minerals under development on the reservation. With techniques presently available, it is possible to recover between 15-20 per cent of the oil from underground deposits, but estimates place the probable life of the Four Corners Oil Field at a minimum of 30, with the possibility of 50-60 years.

But the Tribe is looking to the development of its vast coal deposits to provide tribal income and a basis for a firm economy in future years.

Arizona Public Service and Utah Construction and Mining Company have gone ahead with the Tribe and made plans for a giant coal mining operation and steam generating plant. Here the Tribe will get economical power--power that may provide just the lure needed to bring industry and 10,000 additional jobs to the San Juan River Basin.

Why the San Juan Basin and not some other part of the reservation WATER. Because water is still necessary to any industrial or urban development and water is still very dear on the reservation. It costs \$10,000 to dig a well. The water is down deep. But the San Juan, a major tributary of the Colorado, flows with good water. Just east of the reservation, the Bureau of Reclamation is building the \$23 million Navajo Dam on the San Juan, part of an overall Upper Colorado Storage Project.

Some of the water behind that dam is earmarked for the Navajo Reservation and a Navajo Irrigation Project to bring that water to 110,000 acres of irrigable Navajo land is now pending in Congress. Looking forward to that day, the Tribe foresees 100 acre farms for 1,200 families, and room for another 1,200 to 1,800 in allied service industries.

To train Navajos in modern farming methods, the Bureau of Indian Affairs completed the construction of a 1,200 acre irrigation

project on the Hogback Unit, located near the helium plant a few miles west of Shiprock, New Mexico. In the past few years, the Navajo Tribe has appropriated several hundred thousand dollars for the training program. In addition to instruction in modern farming techniques, the trainees also receive instruction in English, arithmetic, farm budget, and record keeping. Their wives are trained in home economics and homemaking by experienced extension workers. The tribe is preparing, then, a nucleus of highly trained farmers ready to take their place on the Navajo Irrigation Project or any other irrigation farmlands that become available.

In all of this planning for greater industrial development, the Tribe must plan ahead for the growth of modern communities. At this time, the Tribe is making master plans for some 40 communities on the reservation. It considers population trends, community economic opportunities, utility requirements, water supply, sewers, streets, shopping centers. Congress has passed a bill allowing Navajos to lease their lands for up to 99 years. That will pave the way for not only more industrial development, but also for FHA financed homes.

Under the old pastoral economy, the isolation hogan was just the thing. Now, with the industry of the late 20th century ready to invade the reservation, towns will spring up like magic.



More than anything else, the Navajo Indian Tribe needs industrial development.

Following World War II, an analysis of reservation resources revealed that only half the population—at that time, 35,000-- could possibly live off the land at a decent standard. The other half would have to seek other ways to make a living.

Reservation economy, according to the report, was "deleately balanced". (In 1940, the average per capita income was \$81.89 a year. In 1958, it climbed to \$467, still less than one-fourth the national average.) Basing calculations on the fact that Navajo reservation economy depended largely on grazing (and on the assumption that it must), the report concluded that the people were overcrowded on their 25,000 square miles of land. As a corollary of this, the report said that half the people should move off the reservation. This has presented large difficulties; many do not want to leave their home, others lack the education or training for life off the reservation.

Another conclusion of the report (in some ways a more realistic, in other ways a more visionary one): change the reservation economy from such a great dependance on sheep. Make jobs for the people.

Already some great changes have occured. In 1940, livestock

and agriculture contributed 58.4 per cent of the total Navajo income. In 1958, it comprised a little more than 10 per cent of the total income.

In recent past, the greatest number of reservation jobs have been created by the federal government and the Navajo Tribal Government. Last year, the United States employed over 1,700 persons on the reservation, the Tribe around 1,000.

The nearby railroads off the reservation have always been sympathetic employers of the Navajo labor, with as many as 4,300 Navajos on the payroll in a single year (1957). But railroad car loadings have dropped; the Navajo maintenance workers and car loaders naturally feel the impact when traffic volume declines.

What sort of industry has been established on the reservation?

MANUFACTURING. The Navajo Tribe has experimented with several projects of its own. They took over some trading posts, a cement plant, clay products, leather products, and wool textiles industries and dropped them all. One of the main problems, said observers: Lack of management experience among the Navajo and Bureau of Indian Affairs supervisors.

Other pilot projects were more successful. The Tribe still operates an arts and crafts guild, the Window Rock Coalmine,

the Wingate Village Housing Project, and two tribal motels and restaurants at Window Rock and Shiprock.

The Tribe turned to another outlet. It tried to attract outside industries to the reservation or to nearby border towns and thereby secure more jobs for Navajos. It succeeded in getting a furniture company to Gamerco, New Mexico and an electronics company to Flagstaff, Arizona. Both efforts proved Navajos could be trained to get the job done. The electronics company subsequently lost its government contract, however, and moved out of the area. The furniture company still flourishes.

For years, the Tribe has operated a lumber camp at Sawmill, Arizona, and has produced about 20 million board feet of lumber a year during past years. The success of this operation, partly supervised by the BIA foresters, and further surveys of the Tribe's vast stands of ponderosa pine have encouraged the Tribe to appropriate 7½ million dollars for a new sawmill operation in the Chuska Mountains on the Arizona-New Mexico border. There, the Tribe has set up a whole new town called Navajo, New Mexico, plans to cut about 50 million board feet a year for the next ten years, and then level off at about 38 million board feet a year on a sustained yield basis. Significantly, the Tribe has elected five long time western

lumber men to its board of directors and hired an expert manager for the new sawmill. Plans call for employment for nearly 325 Navajos there, and retention of some 150 at the old sawmill.

Other Navajos (though not in significantly large numbers) draw wages from work on the reservation's uranium mills at Tuba City, Mexican Hat, and Shiprock, at the federal ordinance depots at Wingate and Bellemont, on the oil and gas wells and pipelines, and on road construction projects.

The Navajo government, of course, has received millions of dollars from oil, gas, and uranium royalties and leases. Bonuses reached a peak of \$33 million in 1956.

But Tribal officials do not distribute the money to the members on a per capita basis as many other tribes do.

Rather, the Tribe has spent it for surveys, planning, research, law and order, well digging, public works projects, improved health and education, welfare projects (\$500,000 a year for school children's clothing, eye glasses, hearing aids), and community development. The Tribe has built over 25 community centers to serve as gathering places for grass-roots political meetings, barbeques, parties and dances.

In the field of industrial development, then, the Tribe has

moved far-- from almost nothing through valuable experience-giving failures, to some minor successes. And a resolve to forge ahead in areas where it knows it can succeed.

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#### INAUGRAL ADDRESS

Newly elected chairman, Raymond Nakai

While we work for progress, let us not forget the elderly people, our fathers and mothers and grandparents. Let us remember the examples of their lives and the values they have bequeathed us. We will keep the faith with you and your wise counsel will ever be remembered.

"Only he who makes his people strong is strong, and only he who rules free men is great." This shall be the motto of my administration.

It is better world we have to build, the one where every Navajo shall stand erect beside his fellow Americans as an equal among equals. Councilers and friends, the tools are ready and the task is tremendous.

LET US NOW GO WORK TOGETHER!

## SOMETHING ABOUT NAVAJO HISTORY

Navajo legends tell that the People emerged from underground into the Southwest. However, the generally held belief of anthropologists is that they came across the Bering Strait in early times, though perhaps somewhat later than the other tribes which inhabited the Southwest.

Be that as it may, they first came into the light of history while they were living in an area along the Colorado-New Mexico boundry, between the Chama and upper San Juan Rivers. This was in the late 14th or early 15th century. From there they spread south and west into what is now known as the Navajo Country. In the early 1600's they were an aggressive and powerful tribe.

Sometime during the 1600's they acquired horses and sheep from the Spaniards, as well as the use of metal and the knowledge of working wool. The Navajos are famous for their adaptability, and in those early centuries they learned much of the culture that has made them the people they are today.

It has been said of them that while they formerly copied a great deal from their neighbors, they improved on everything they copied.

They were increasing in numbers during this time, also.

According to legend, there were originally four Navajo clans. They have added to these, in particular from the Pueblos, until today there are more than sixty. Since marriage within the clan is still regarded as incest, it can be understood that the Navajo "population explosion" necessitated the addition of other clans.

Until the advent of the white soldiers in their territory, the Navajos were semi-nomadic; although they lived in loosely defined areas, they swarmed all over their country, raiding one day and appearing miles away the next. They had no friends among other tribes, and regarded the oncoming whites as enemies. Everyone's hand was against them and they retaliated with all the strength they could muster, with the result that the Navajo country was a dangerous place for anyone but a Navajo to appear.

The first military expedition against The People was made in the winter of 1846, when Col. Donipahn and 350 soldiers met with them at Bear Springs, later Fort Wingate, and signed a nominal treaty. Since there was no acknowledged Navajo head, any leader of a band who signed a treaty was responsible for his own people only; this fact was not understood by the Army, which held all Navajos responsible for all treaty promises. This led to retaliation, further treaties, increased misunderstandings, and more raids, for the next twenty years.

Finally, it was decided to round up The People and send them to Fort Sumner, New Mexico, where they were to settle down, learn the art of farming, and become peaceful citizens, insofar as they were able.

Col. Kit Carsen was given the task of locating the Navajos. They hid in such vastness as Canyon de Chelly, from which they defied the troops to dislodge them. It became necessary to kill their sheep, destroy their cornfields, and devastate their orchards, literally to starve them into submission. Even then, not all the Navajos surrendered. Bands of people fled into the far western and northern parts of the area, there to hide and elude the troops until they were finally left unmolested.

Those who went to Fort Sumner found little there to their liking. The water was bad, their old enemies, such as the Comanches, raided them at every chance; they had not heart to try to make a success of something they so bitterly detested. After four heart-breaking years they petitioned the Peace Commission to be allowed to return to their old homes, and promised that they would cause no more trouble. The Treaty of 1868, which resulted, also recorded the promises made by the white men. Freed of their captivity, The People walked back to their homeland.



Even then they found troubles. They were still beset by enemy tribes, and the Army contractors who were to feed them and put them on their feet again, often profiteered. But both sides were trying and when in 1869 an issue of sheep and goats was made, the Navajos felt encouraged.

So, less than a hundred years ago, the Navajo people made a new start toward progress. They had the stamina, the great urge to succeed, the will to work, and the adaptability which has always characterized them, is obvious in the progress the Tribe has made within this century.

Better living conditions now prevail throughout the reservation. The People have schools and hospitals. Paved roads now criss-cross the reservation. A new \$8 million sawmill furnished employment for many Navajos. Tribal parks, civic centers, and other creational facilities provide pleasure for thousands. With these, and through the valuable oil, uranium, helium, mineral and other holdings of the Tribe as a whole, they have the means to further their ambition to become sharing citizens of the United States.

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## SOMETHING ABOUT TUBA CITY

Although the written history of Tuba City extends back less than 200 years, the area has been inhabited since earliest times. Dinosaurs left their tracks in several places. Prehistoric horses, bison, camels, elephants, and other animals frequented the nearby springs, for their teeth were discovered when the springs were cleared out. Dart points and other objects indicated that mankind of very early era hunted in that area.

Basket-maker cists are to be found in the neighborhood.

Ancient puebloan people built their communities here--people who vanished from the region before the year 1300. Later, other puebloans took over the place in the 15th century, and by the time the first explorers (the Spanish) reached the vicinity some 200 years later, they found Indians cultivating gardens, not only around the springs but also in the Meencopi Valley below the bluff upon which Tuba City stands. There has been no lack of human occupancy every since.

In 1875 a part of Mormons came to the area and began buildings, and in 1878 they laid out the townsite of Tuba City. Some of the houses still in use here were built in Mormon days, using the blocks of dressed stone from the nearby prehistoric ruins. It was discovered later that the Mormon town was built on Indian land to which they could not acquire title, and in

1903 the United States bought the improvements for \$45,000 and made Tuba City the agency of the western Navajo reservation. It is now a subagency of the consolidated Navajo Jurisdiction.

The springs which have always been such an attraction to man and beast have made of Tuba City an oasis in the desert country thereabout. The water is excellent and never-failing. Because of this, the development of the community center is progressing at a steady pace. There is now a community center which draws entertainment attractions of the highest order, a new Public Health Service Indian Hospital, a new law and order unit, and an enlarged public school, as well as the older established installations. A Navajo Tribal Ranger is on duty here, who can advise visitors about points of interests, camping and the like.

At Coalmine Canyon, 16 miles east of Tuba City on Navajo Highway 3, is a campground with available water. The view here is superb, for this canyon complex is fittingly known as "Little Bryce".

Two miles east of the city is the Hopi village of Moencopi, the farthest west of the Hopi villages, built on a site which was in ruins in 1776, and these walls were in turn built over older ones. Although many of both tribes are employed in Tuba City, they retain their own language and customs which are markedly different.

To the west is U. S. Highway 89, which is reached by a paved road leading through beautifully marked and colored Chinle formations. To the right of this road, against the cliffs, one sees the lush green trees of the farming community named Moenave. About 28 miles south on highway 89 is the turn off the Grand Canyon, and it is only about 50 miles from here to the first view of the canyon itself.

(Distributed by the Navajo Tribal Museum, Window Rock, Arizona)

### Something About Navajo Weaving

The Navajo Indians of northern New Mexico and Arizona are best known for their superb craft of weaving.

From the early Spanish colonists the Navajo acquired sheep, as well as horses, which enabled them to lead the life of herdsmen. Thus supplied with an abundance of wool, they learned the fine points of weaving from the neighboring Pueblo Indians who for many centuries before Columbus had been expert weavers of native cotton. Weaving among the Pueblos had been a craft of the men, but in taking it over the Navajos were content to leave the new activity in the hands of their women, who were already skilled in basketry. So well did they ply their craft that by the early 1700's Navajo blankets not only supplied the needs of the tribe but had also become an important article of trade.

On crude, upright looms the earliest blankets were coarsely woven of native hand-spun wool, the prevailing patterns apparently being of white with transverse strips of black. For the latter they had an abundance of wool from brown-black sheep common in every flock. Later the black was strengthened by a dye composed of ocher burned with pinon gum and boiled in a decoction of alder bark. Experiments with color led to the use of a dull red dye from the roots of native

shrubs. Later came colors obtained in trade from the Spanish colonists, namely indigo blue and the more brilliant red of cochineal. In time the combination was varied further by the use of native yellow dyes, one from flowering plants, another from canaigre root. To these was added, sparingly, a dye of green made by combining the yellow with the indigo blue.

The greatest impetus of fine craftsmanship came with the use of fine threads of cochineal red already spun. These were obtained by raveling a woolen cloth largely of English manufacture known as the baize, but called "bayeta" by the Spanish traders. The use of this material led to a marked refinement in the Navajo weaver's craft, for it made necessary the finer spinning of their own yarn to match the fineness of the bayeta. In addition to these fine materials, both native and borrowed, the Navajo weavers in later years made use of woolen yarns of European manufacture, usually called Saxony, which were available in various hues. Thus the weavers came to use a variety of harmonious colors with increasing ingenuity and skill as they developed their own system of design. The blankets of this period, extending through the middle decades of the 1800's, represent the classic period of Navajo weaving. But of the many thousands of such fine specimens that must have come from the looms, comparatively few have survived.

The greatest change in Navajo weaving came with the building of the railroads in the 1800's. Trading stores sprang up on the reservation where the Navajos were supplied with the newly invented aniline dyes in many gaudy hues. Unused to such violent color combinations, the weavers all but wrecked their trade in blankets before they were led to exercise judgement in their use.

Another innovation was the introduction of American yarns called Germantown, which also came in a startling array of colors and many of the designs were being copied from linoleum which was also making its first appearance.

While the weavers were adjusting their craft to these changes, there came still another novelty, the manufactures "store blanket" which the dealers traded in great quantities for Navajo wool and sheep. This marked the end of the Navajo blanket as such, for no further need of laborious weaving for their own use, the Navajos were finally induced to turn their skill to the production of a coarser, heavier type which the traders could market as rugs.

More recently, conscientious traders and the Navajo Arts and Crafts Guild have encouraged a finely woven, vegetable-dyed rug which is very appealing and can be used in a variety of ways

## THE CHRISTMAS STORY

according to Saint Luke

Now it came to pass in those days, that a decree went forth from Ceaser Ausustus that a census of the whole world should be taken. This first census took place while Cyrinus was governor of Syria. And all were going, each to his own town, to register.

And Joseph also went from Galilee out of the town of Nazareth into Judea to the town of David, which is called Bethlehem-- because he was of the house of David--to register, together with Mary his espoused wife, who was with child. And it came to pass while they were there, that the days for her to be delivered were fulfilled. And she brought forth her firstborn son, and wrapped him in swaddling clothes, and laid him in a manger, because there was no room for them in the inn.

And there were shepherds in the same district living in the fields and keeping watch over their flock by night. And behold, an angel of the Lord stood by them and the Glory of God shone round about them, and they feared exceedingly.

And the angel said to them, "Do not be afraid, for behold, I bring you good news of great joy which shall be to all the people; for today in the town of David a Savior has been born to you, who is Christ the Lord. And this shall be a sign to you: you will find an infant wrapped in swaddling clothes and lying in a manger." And suddenly there was with the angel a multitude of the heavenly host praising God and saying, "Glory to God in the highest, and on earth peace to men of good will."

And it came to pass, when the angels had departed from them into heaven, that the shepherds were saying to one another, "Let us go over to Bethlehem and see this thing that has come to pass, which the Lord has made known to us."

So they went with haste, and they found Mary and Joseph, and the babe lying in the manger. And when they had seen, they understood what had been told them by the shepherds. But Mary kept in mind all these things, pondering them in her heart.

And the shepherds returned, glorifying and praising God for all that they had heard and seen, even as it was spoken to them.



## I AM AN AMERICAN

I am an American, listen to my words, listen well, for my country is a strong country, and my message is a strong message. I am an American; I speak for democracy and the dignity of the individual. I am an American, and my ancestors have given their blood for freedom.

On the green at Lexington and the snows at Valley Forge; the walls at Fort Sumter and the fields of Gettysburg, on the waters of the Mond and the shadows of the Argonne and the beachheads of Salerno and Normandy and the sands of Okinawa and the bare bleak hills called Pork Chop and Old Baldy and Heartbreak Ridge. A million and more of my countrymen have died for freedom. I am an American and my country is their eternal monument.

I am an American and my ancestors have bequeathed to me the laughter of a small boy, as he watches a circus clowns antics. The sweet delicious coldness of the first bite of peppermint ice-cream on the Fourth of July. The little tenseness of the baseball crowd as the umpire calls, "Batter-Up"; of the high school band's rendition of "Stars and Stripes Forever", in a Memorial Day parade. The clear sharp ring of a school bell on a crisp fall morning. These and many other things "they" fought for and left for me.

I am an American, and the fruits of my thought and labor are mine to enjoy.

I am an American and my happy land is a land of many realms and mansions. For it is the land of Ohio corn and potatoes and pastures. It's the realm of hundreds of acres of golden wheat, stretching across the flat miles of Kansas. It is the land of precision assembly lines in Detroit. It is the realm of milling cattle in the stockyards of Chicago. It is the land of glowing skylines of Pittsburg and Birmingham, of San Francisco and New York. And in my churches and homes are the mansions of heaven.

I am an American and the love of God has made me free.

I am an American, and in my churches and homes, everyone worships God in his own way. The young Jewish boy saying, "Hear oh Isreal, the Lord is one...". The Catholic girl praying "Hail Mary, full of grace, the Lord is with thee...". The Protestant boy singing, "A mighty fortress is our God." Each

one believing and praying as he must and all joining in the universal prayer, "Our Father, Who art in heaven...", with the voice and soul of every human being that cries out to be free.

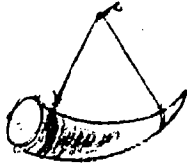
I am an American and my country offers freedom and opportunity such as no land before has ever done. Freedom to work as mechanic or truckdriver, freedom to think as chemist or lawyer, as doctor or priest, freedom to love, as child, as parent, sweetheart, husband, wife; freedom to speak, to pray, to read, to argue, to praise, to criticize; freedom to eat and sleep, to work and play without fear; freedom to live one or two hundred million different lives.

I am an American and my heritage is of the land and of the spirit of the heart and soul.

Show me now, a country greater than my country, a people happier than my people.

I speak for democracy and the freedom of the individual.

THE BALLAD OF WILLIAM SYCAMORE  
(1790-1871)



Stephen Vincent Benet



My father, he was a mountaineer,  
His fist was a knotty hammer;  
He was quick on his feet as a running deer,  
And he spoke with a Yankee stammer

My mother, she was merry and brave,  
And so she came to her labor,  
With a tall green fir for her doctor grave  
And a stream for her comforting neighbor.

And some are wrapped in the linen fine,  
And some like a godling's scion;  
But I was cradled on twigs of pine  
And the skin of a mountain lion.

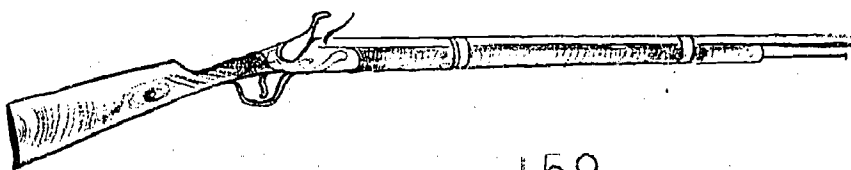
And some remember a white starched lap  
And a ewer with silver handles;  
But I remember a coonskin cap  
And the smell of bayberry candles.

The cabin logs with the bark still rough,  
And my mother who laughed at trifles,  
And the tall, lank visitors, brown as snuff,  
With their long, straight squirrel rifles.

I can hear them dance like a foggy song,  
Through the deepest one of my slumbers,  
The fiddle squeaking the boots along  
And my father calling the numbers.

The quick feet shaking the puncheon floor,  
And the fiddle squealing and squealing,  
Till the dried herbs rattled above the door  
And the dust went up to the ceiling.

There are children lucky from dawn till dusk,  
But never a child so lucky!  
For I cut my teeth on "Money Musk"  
In the bloody ground of Kentucky.



When I grew tall as the Indian Corn,  
My father had little to lend me,  
But he gave me his great old powder horn  
And his woodsman's skill to befriend me.

With a leather shirt to cover my back,  
And a redskin nose to unravel  
Each forest sign, I carried my pack  
As far as a scout could travel.

I lost my boyhood and found my wife,  
A girl like a Salam Clipper!  
A woman straight as a hunting knife  
With eyes as bright as the dipper!

We cleared our camp where the buffalo feed,  
Unheard of streams were our flagons;  
And I sowed my sons like the apple-seed  
On the trail of the western wagons.

They were right tight boys, never sulky or slow  
A fruitful, a goodly muster.  
The eldest died at the Alamo  
The youngest fell with Custer.

The letter that told it burned my hand.  
Yet we smiled and said, "So be it!"  
But I could not live when they fenced my land,  
For it broke my heart to see it.

I saddled a red, unbroken colt  
And rode him into the day yhere;  
And he threw me down like a thunderbolt  
And rolled on me as I lay there.

The hunter's whistle hummed in my ear  
As the city men tried to move me.  
And I died in my boots like a pioneer  
With the whole wide sky above me.

Now I lie in the heart of the fat, black soil,  
Like the seed of a prairie thistle;  
It has ashed my bones with honey and oil  
And picked them clean as a whistle.

And my youth returns like the rains of spring,  
And my sons, like the wild geese flying;  
And I lie and hear the meadow-lark sing  
And have much content in my dying.

Go play with the towns you have built with blocks,  
The towns where you would have bound me!  
I sleep in my earth like a tired fox,  
And my buffalo have found me....

### IF I WERE A PILGRIM CHILD

Rosena Bennett

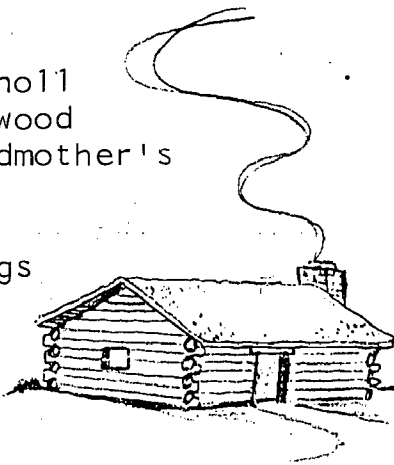


If I were a Pilgrim child,  
Dressed in white or gray,  
I should catch my turkey wild  
For Thanksgiving Day.  
I should pick my cranberries  
Fresh from out a bog,  
And make a table of a stump  
And sit upon a log.  
An Indian would be my guest  
And wear a crimson feather,  
And we should clasp our hands and say  
Thanksgiving grace together.  
But I was born in modern times  
And shall not have this joy.  
My cranberries will be delivered  
By the grocery boy.  
My turkey will be served upon  
A shining silver platter.  
It will not taste as wild game tastes  
Though it will be much fatter;  
And, oh, of all the guests that come  
Not one of them will wear  
Moccasins upon his feet  
Or feathers in his hair!

### OLD LOG HOUSE

On a little green knoll  
At the edge of the wood  
My great great grandmother's  
First house stood.

The house was of logs  
My grandmother said  
With one big room  
And a lean to shed.



The logs were cut  
And the house was raised  
By pioneer men  
In the Olden days.

I like to hear  
My grandmother tell  
How they built the fireplace  
And dug the well.

They split the shingles;  
They filled each chink;  
It's a house of which  
I like to think.

Forever and ever  
I wish I could  
Live in a house  
At the edge of the wood.



### THE ARROW AND THE SONG

I shot an arrow in the air,  
It fell to earth, I know not where;  
For, so swiftly it flew, the sight  
Could not follow it in its flight.

I breathed a song into the air,  
It fell to earth, I know not where;  
For who has sight so keen and strong,  
That it can follow the flight of song?

Long, long afterward, in an oak  
I found the arrow, still unbroke;  
And the song, from beginning to end,  
I found again in the heart of a friend.

## NOONDAY SUN

Kathryn & Byron Jackson

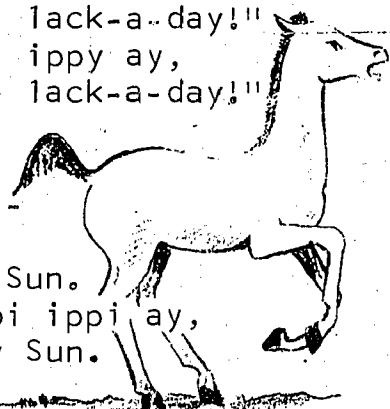
Oh, I've ridden plenty of horses  
And I've broken a score in my time,  
But there never was one  
Like the colt Noonday Sun--  
Now there was a horse that was prime!

She'd run up the side of a mountain  
Or she'd tackle a wildcat alone.  
Oh, she stood twelve hands high  
And her proud shining eye  
Would soften the heart of a stone.  
Oh, yippi ippi ai--Oh, yippi ippi ay,  
Would soften the heart of a stone.

She'd splash through a treach'rous river  
Or she'd tease for an apple or sweet,  
She'd buck and she'd prance  
Or she'd do a square dance  
On her four little white little feet.  
Oh, yippi ippi ai--Oh, yippi ippi ay,  
On her four little white little feet.

But one night the rustlers stole her,  
They stole her and took her away.  
Now the sun never shines,  
And the wind in the pines  
Says, "You've lost your colt, lack-a-day!"  
Oh, yippi ippi ai--Oh yippi ippy ay,  
Says, "You've lost your colt, lack-a-day!"

Someday I'll pull out my gun,  
And I'll plug him bang-bang!--  
And I may even hang--  
The outlaw who stole Noonday Sun.  
Oh, yippi ippi ai--Oh, yippi ippi ay,  
The outlaw that stole Noonday Sun.



Oh, I still have her bridle and saddle,  
And I still have her bare empty stall  
But there'll never be one  
Like the colt Noonday Sun,  
And she'll never more come to my call!  
Oh, yippi ippi ai--Oh yippi ippi ay,  
And she'll never more come to my call!

ABRAHAM LINCOLN (1809-1865)

Rosemary & Stephen Benet

Lincoln was a long man.  
He liked out of doors.  
He liked the winds blowing  
And the talk in country store.

He liked telling stories.  
He liked telling jokes.  
"Abe's quite a character,"  
Said quite a lot of folks.

Lots of folks in Springfield  
Saw him every day,  
Walking down the stree  
In his guant, long way.

Shawl around his shoulders,  
Letters in his hat.  
"That's Abe Lincoln."  
They thought no more than that.

Knew that he was honest,  
Guessed that he was odd,  
Knew that he had a cross wife  
Though she was a Todd.

Knew he had three little boys  
Who liked to shout and play,  
Knew he had lots of debts  
It took him years to pay.

Knew his clothes and knew his house.  
"That's his office, here.  
Blame good lawyer, on the whole,  
Though he's sort of queer."

"Sure he went to Congress, once,  
But he didn't stay.  
Can't expect us all to be  
Smart as Henry Clay."

"Need a man for troubled times?  
Well, I guess we do.  
Wonder if we'll ever find?  
Yes--I wonder who."

That is how they met and talked,  
Knowing and unknowing.  
Lincoln was the green pine.  
Lincoln kept on growing.



## THE ZEBRA DUN

### American Cowboy Ballad

We were camped on the plains at the head of the Cimarron  
When along came a stranger and stopped to arger some,  
He seemed so very foolish that we began to look around,  
We thought he was a greenhorn that had just 'scaped from town.

We asked if he'd been to breakfast; he hadn't had a smear,  
So we opened up the chuck-box and bade him have his share.  
He took a cup o' coffee and some biscuits and some beans,  
And then began to talk and tell about foreign kings and queens.

About the Spanish war and the fighting on the seas  
With guns as big as steers and ramrods as big as trees,  
And about Old Paul Jones, a mean, fighting son of a gun,  
Who was the grittiest cuss that ever pulled a gun.

Such an educated feller, his thoughts just came in herds,  
He astonished all them cowboys with them jaw-breaking words.  
He just kept on talking till he made the boys all sick,  
And they began to look around just how to play a trick.

He said that he had lost his job upon the Santa Fe  
And was going across the plains to strike the 7-D.  
He didn't say how come it, some trouble with the boss,  
But said he'd like to borrow a nice fat saddle-horse.

This tickled all the boys to death, they laughed down in their  
slea  
"We'll lend you a horse just as freash and as fat as you please"  
Shorty grabbed a lariat and roped the Zebra Dun.  
Turned him over to the stranger and waited for the fun.

Old Dunny was a rocky outlaw that had grown so awfully wild  
That he could paw the white out of the moon every jump for a mil  
Old Dunny stood right still, -as if he didn't know, -  
Until he was saddled and ready to go.

When the stranger hit saddle, old Dunny quit the earth,  
And travelled right straight up for all that he was worth.  
A-pitching and a-squealing, a-having wall-eyed fits,  
His hind feet perpendicular, his front ones in the bits.

We could see the tops of the mountains under Dunny every jump,  
But the stranger he was growed there just like a camel's hump;  
The stranger sat upon him and curled his black mustache  
Just like a summer boarder waiting for his hash.

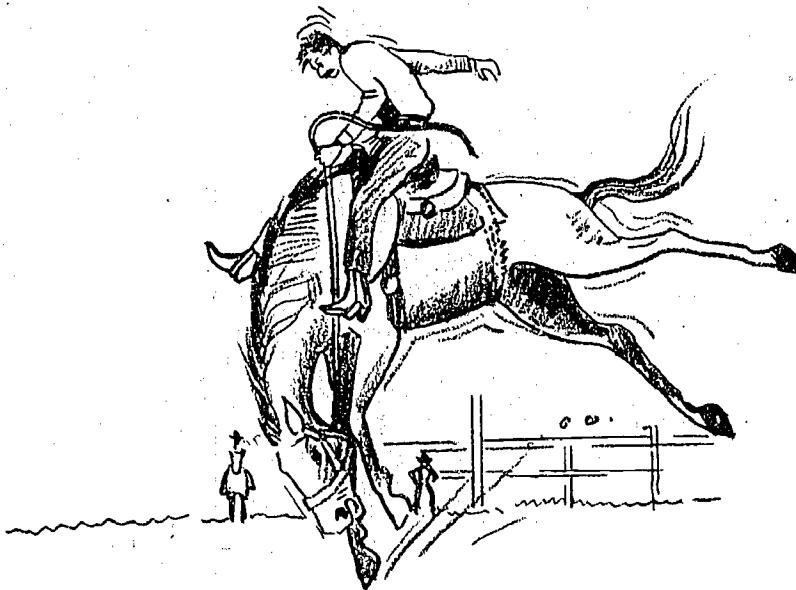
He thumped him in the shoulders and spurred him when he whirled,  
To show them flunky punchers that he was the wolf of the world.  
When the stranger had dismounted once more upon the ground,  
We knew he was a thoroughbred and not a gent from town.

The boss who was standing round, a-watching of the show,  
Walked right up to the stranger and told him he needn't go,  
"If you can use the lasso like you rode old Zebra Dun,  
You're the man I've been looking for ever since the year of one."

Oh he could twirl the lariat and he didn't do it slow,  
He could catch them forefeet nine out of ten for any kind of dough.  
And when the herd stampeded he was always on the spot  
And set them to nothing, like the boiling of a pot.

There's one thing and a shore thing I've learned since  
I've been born,  
That every educated feller ain't a plumb greenhorn.

\*\*\*\*\*



AMERICA FOR ME

Henry Van Dyke

'Tis fine to see the Old World, and travel up and down  
Among the famous palaces and cities of renown,  
To admire the crumbly castles and the statues of the kings-  
But now I think I've had enough of antiquated things.

So it's home again, and home again, America for me!  
My heart is turning home again, and there I long to be.  
In the land of youth and freedom beyond the ocean bars,  
Where the air is full of sunlight and the flag is full of stars.

Oh, London is a man's town, there's power in the air;  
And Paris is a woman's town, with flowers in her hair;  
And it's sweet to dream in Venice, and it's great to study Rome;  
But when it comes to living there is no place like home.

I like the German fir-woods, in green battalions drilled;  
I like the gardens of Versailles\* with dashing fountains filled;  
But, oh, to take your hand, my dear, and ramble for a day  
In the friendly western woodland where nature has her way!

I know that Europe's wonderful, yet something seems to lack:  
The Past is too much with her, and the people looking back.  
But the glory of the Present is to make the Future free,-  
We love our land for what she is and what she is to be.

Oh, it's home again, and home again, America for me!  
I want a ship that's westward bound to plough the rolling sea,  
To the blessed Land of Room Enough beyond the ocean bars,  
Where the air is full of sunlight and the flag is full of stars.

\*Pronounce: Vair-sie



## PAUL REVERE'S RIDE

Henry Wadsworth Longfellow

Listen, my children, and you shall hear  
Of the midnight ride of Paul Revere,  
On the eighteenth of April, in seventy-five;  
Hardly a man is now alive  
Who remembers that famous day and year.

He said to his friend, "If the British march  
By land or sea from the town tonight,  
Hang a lantern aloft in the belfry arch  
Of the North Church tower as a signal light--  
One, if by land, and two, if by sea;  
And I on the opposite shore will be,  
Ready to ride and spread the alarm  
Through every Middlesex village and farm,  
For the country folk to be up and to arm."  
Then he said, "Good night!" and with muffled oar  
Silently rowed to the Charlestown shore,  
Just as the moon rose over the bay,  
Where swinging wide at her moorings lay  
The Somerset, British man-of-war;  
A phantom ship, with each mast and spar  
Across the moon like a prison bar,  
And a huge black hulk, that was magnified  
By its own reflection in the tide.

Meanwhile, his friend, through alley and street,  
Wanders and watches with eager ears,  
Till in the silence around him he hears  
The muster of men at the barrack door,  
The sound of arms, and the tramp of feet,  
And the measured tread of the grenadiers,  
Marching down to their boats on the shore.  
Then he climbed to the tower of the church,  
Up the wooden stairs, with stealthy tread,  
To the belfry chamber overhead,  
And startled the pigeons from their perch  
On the somber rafters that round him made  
Masses and moving shapes of shade--  
Up the trembling ladder, steep and tall,  
To the highest window in the wall,  
Where he paused to listen and look down  
A moment on the roofs of the towns,  
And the moonlight flowing over all.

Beneath, in the churchyard, lay the dead,  
In their night encampment on the hill,  
Wrapped in silence so deep and still  
That he could hear, like a sentinel's tread,  
The watchful night wind as it went  
Creeping along from tent to tent,  
And seeming to whisper, "All is well!"  
A moment only he feels the spell  
Of the place and the hour, the secret dread  
Of the lonely belfry and the dead;  
For suddenly all his thoughts are bent  
On a shadowy something far away,  
Where the river widens to meet the Bay--  
A line of black that bends and floats  
On the rising tide, like a bridge of boats.

Meanwhile, impatient to mount and ride,  
Booted and spurred, with a heavy stride  
On the opposite shore walked Paul Revere.  
Now he patted his horse's side,  
Now gazed at the landscape far and near,  
Then, impetuous, stamped the earth,  
And turned and tightened his saddle girth;  
But mostly he watched with eager search  
The belfry tower of the old North Church,  
As it rose above the graves on the hill,  
Lonely and spectral and somber and still.

And lo! as he looks, on the belfry's height  
A glimmer, and then a gleam of light!  
He springs to the saddle, the bridle he turns,  
But lingers and gazes, till full on his sight  
A second lamp in the belfry burns!

A hurry of hoofs in a village street,  
A shape in the moonlight, a bulk in the dark,  
And beneath, from the pebbles, in passing, a spark  
Struck out by a steed flying fearless and fleet;  
That was all! And yet, through the gloom and the light,  
The fate of a nation was riding that night;  
And the spark struck out by that steed in his flight,  
Kindled the land into flame with its heat.

He has left the village and mounted the steep,  
And beneath him, tranquil and broad and deep,  
Is the Mystic, meeting the ocean tides;  
And under the alders, that skirt its edge,  
Now soft on the sand, now loud on the ledge,  
Is heard the tramp of his steed as he rides.

It was twelve by the village clock  
When he crossed the bridge into Medford town.  
He heard the crowing of the cock,  
And the barking of the farmer's dog,  
And felt the damp of the river fog,  
That rises after the sun goes down.

It was one by the village clock,  
When he galloped into Lexington.  
He saw the gilded weathercock  
Swim in the moonlight as he passed,  
And the meetinghouse windows, blank and bare,  
Gaze at him, with a spectral glare,  
As if they already stood aghast  
At the bloody work they would look upon.

It was two by the village clock,  
When he came to the bridge in Concord town.  
He heard the bleating of the flock,  
And the twitter of birds among the trees,  
And felt the breath of the morning breeze  
Blowing over the meadows brown.  
And one was safe and asleep in his bed  
Who at the bridge would be first to fall,  
Who that day would be lying dead,  
Pierced by a British musket ball.

You know the rest, In your books you have read,  
How the British Regulars fired and fled--  
How the farmers gave them ball for ball,  
From behind each fence and farmyard wall,  
Chasing the redcoats down the lane,  
Then crossing the fields to emerge again  
Under the trees at the turn of the road,  
And only pausing to fire and load.

So through the night rode Paul Revere;  
And so through the night went his cry of alarm  
To every Middlesex village and farm--  
A cry of defiance and not of fear,  
A voice in the darkness, a knock at the door,  
And a word that shall echo forevermore!  
For borne on the night wind of the Past,  
Through all our history, to the last,  
In the hour of darkness and peril and need,  
The people will waken and listen to hear  
The hurrying hoof beats of that steed,  
And the midnight message of Paul Revere.

ESL-PRINCIPLE PARTS OF IRREGULAR VERBS  
REGENTS I AND II

<u>PRESENT</u>	<u>PAST</u>	<u>PERFECT</u>
be	was	been
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
buy	bought	bought
catch	caught	caught
come	came	come
cost	cost	cost
out	out	out
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	hold
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent

# REGENTS I (CONTINUED)

## PRESENT

shake  
shoot  
shut  
sing  
sit  
sleep  
speak  
spend  
stand  
steal  
sew up  
take  
teach  
tell  
think  
throw  
understand  
wear  
win  
write

## PAST

shook  
shot  
shut  
sang  
sat  
slept  
spoke  
spent  
stood  
stole  
swept  
took  
taught  
told  
thought  
threw  
understood  
wore  
won  
wrote

## PERFECT

shaken  
shot  
shut  
sung  
sat  
slept  
spoken  
spent  
stood  
stolen  
swept  
taken  
taught  
told  
thought  
thrown  
understood  
worn  
won  
written

# REGENTS II

## PRESENT

arise  
awake  
bear  
bear  
beat  
become  
begin  
bend  
bet  
bind  
bite  
bleed  
blow  
bring  
build  
burst  
cast  
choose  
cling  
creep  
cut  
dare  
deal  
dig

## PAST

arose  
awoke  
bore  
bore  
beat  
become  
began  
bent  
bet  
bound  
bit  
bled  
blew  
bought  
built  
burst  
cast  
chose  
clung  
crept  
cut  
dared  
dealt  
dug

## PAST PARTICIPLE

arisen  
awoke  
born  
borne  
beaten  
become  
begun  
bent  
bet  
bound  
bitten  
bled  
blown  
bought  
built  
burst  
cast  
chosen  
clung  
crept  
cut  
dared  
dealt  
dug



REGENTS II (CONTINUED)

PRESENT

feed fed  
 fling  
 forgive  
 freeze  
 grind  
 grow  
 hang  
 hide  
 lay  
 lead  
 let  
 lie  
 light  
 owe  
 quit  
 rise  
 seek  
 set  
 shave  
 shine  
 show  
 shrink  
 sink  
 slide  
 slit  
 spin  
 split  
 spread  
 spring  
 stick  
 sting  
 strike  
 string  
 swear  
 swim  
 swing  
 tear  
 wake  
 weave  
 wed  
 weep  
 wet  
 wind  
 wring

PAST

fed  
 flung  
 forgave  
 froze  
 ground  
 grew  
 hung  
 hid  
 laid  
 led  
 let  
 lay  
 lit  
 owed  
 quit  
 rose  
 sought  
 set  
 shaved  
 shone  
 showed  
 shrink  
 sank  
 slid  
 slit  
 spun  
 split  
 spread  
 sprang  
 stuck  
 stung  
 struck  
 strung  
 swore  
 swam  
 swung  
 tore  
 woke  
 wove  
 wed  
 wept  
 wet  
 wound  
 wrung

PAST PARTICIPLE

fed  
 flung  
 forgiven  
 frozen  
 ground  
 grown  
 hung  
 hidden  
 laid  
 led  
 let  
 lain  
 lit  
 owed  
 quit  
 risen  
 sought  
 set  
 shaved  
 shone  
 shown  
 shrunk  
 sunk  
 slid  
 slit  
 spun  
 split  
 spread  
 sprung  
 stuck  
 stung  
 struck  
 strung  
 swore  
 swum  
 swung  
 tore  
 woke  
 woven  
 wed  
 wept  
 wet  
 wound  
 wrung

## Comparative Form of Adjectives

In the blanks at the right, write the comparative form of the adjectives in parenthesis. Include the word than. REMEMBER YOUR RULES!

1. Helen is (young) Mary. \_\_\_\_\_
2. This book is (interesting) that one. \_\_\_\_\_
3. Oranges are (sweet) lemons. \_\_\_\_\_
4. The weather today is (warm) it was yesterday. \_\_\_\_\_
5. This exercise is (easy) the last one. \_\_\_\_\_
6. Helen is (intelligent) her sister. \_\_\_\_\_
7. The month of February is (cold) the month of March. \_\_\_\_\_
8. I am (tired) I was last night. \_\_\_\_\_
9. Our classroom is (large) your classroom. \_\_\_\_\_
10. This lesson is (long) the next one. \_\_\_\_\_
11. You seem to be (busy) today than you were yesterday. \_\_\_\_\_
12. New York City is (interesting) Washington. \_\_\_\_\_
13. Park Avenue is (wide) than Fifth Avenue. \_\_\_\_\_
14. This book is (good) the last one I read. \_\_\_\_\_
15. The month of February is (short) the month of March. \_\_\_\_\_
16. The sea looks (peaceful) today it looked yesterday. \_\_\_\_\_
17. Your pronunciation is (good) John's. \_\_\_\_\_
18. Prices are (high) this year they were last year. \_\_\_\_\_
19. The Mississippi River is much (deep) in some places in others. \_\_\_\_\_
20. These flowers are (beautiful) those in your garden. \_\_\_\_\_

The question form of THERE IS and THERE ARE is gotten regularly by placing the verb before the word there. (Examples: Is there a pencil on the desk? Are there many students in your class? How many days are there in a week?)

## CHANGE TO QUESTIONS:

1. There is a policeman on the corner.
2. There are many students in our class.
3. There is a typewriter in each class.
4. There is a window in each room.
5. There is a letter here for you.
6. There are many clouds in the sky today.
7. There are several new words in this lesson.
8. There is a library in this building.
9. There is no blackboard in our classroom.
10. There are two telephones in the office.
11. There is a mouse in the room.
12. There are many churches in this city.
13. There is a rug on the floor.
14. There are many birds in the tree.
15. There are several magazines on the table.
16. There is a radio in every room.
17. There is only one chair in the room.
18. There are only two dishes on the table.
19. There are many English classes in our school.
20. There are twelve months a year.
21. There are only a few people on the bus.
22. There are several pictures on the wall.

THERE IS and THERE ARE are important phrases in English. Use THERE IS with singular nouns; use THERE ARE with plural nouns. (Examples: There is a book on the table. There are two magazines on the desk.)

GIVE THE CORRECT FORM:

1. There (is, are) a magazine on the chair.
2. There (is, are) two men in the office.
3. There (is, are) many children in the park.
4. There (is, are) many people on the bus.
5. There (is, are) a man at the door.
6. There (is, are) seven days in a week.
7. There (is, are) twelve months a year.
8. There (is, are) a rug on the floor.
9. There (is, are) two windows in this room.
10. There (is, are) many students in our class.
11. There (is, are) many English classes in our school.
12. There (is, are) only one chair in this room.
13. There (is, are) several pictures on the wall.
14. There (is, are) only one cloud in the sky.
15. There (is, are) two dishes on the table.
16. There (is, are) many churches in this city.
17. There (is, are) two women in Mr. Smith's office.
18. There (is, are) nobody in the room.
19. There (is, are) someone at the door.
20. There (is, are) many new words in this lesson.
21. There (is, are) a new student in our class.
22. There (is, are) a letter here for you.

The negative form of THERE IS and THERE ARE is gotten regularly by placing NOT after the verb. (Examples: There is not one cloud in the sky. There are not many students in our class). In everyday conversation, however, the contractions isn't and aren't are generally used. (Examples: There isn't one cloud in the sky. There aren't many students in our class.)

CHANGE TO NEGATIVE FORM. USE CONTRACTIONS ONLY

1. There are many chairs in this room.
2. There is a radio in each room.
3. There is a policeman on the corner.
4. There are many offices in that building.
5. There are many new students in our class.
6. There are many children in the park.
7. There is a typewriter in each room.
8. There are many magazines on the desk.
9. There is a window in the room.
10. There are two doors in the room.
11. There are many churches in this city.
12. There is a rug on the floor.
13. There are two men in the office.
14. There is a letter here or you.
15. There are many clouds in the sky.
16. There are many new words in this lesson.
17. There is a mouse in this room.
18. There is one girl in our class.
19. There are many exercises in this lesson.
20. There is a library in this building.
21. There are two telephones in the office.
22. There is a blackboard in our classroom.

# VOWEL REVIEW - LONG VOWELS

## PRACTICE WORDS:

### A

mate  
hate  
sate  
make  
space  
lake

cape  
rate  
ration  
sage  
ape  
age

rage  
mace  
page  
nation  
parade  
invade

### E

bee  
Easter  
feel  
me  
leave  
deed

peace  
redeem  
spree  
demon  
seeks  
queen

meeting  
teetering  
ceaseless  
dreaming  
leaflet  
believe

### I

aye  
type  
by  
die  
spice  
isle

resign  
high  
write  
rhyme  
ratify  
spite

buy  
design  
delight  
delight  
dine  
sign

### O

owe  
oak  
know  
slow  
beau  
so

foe  
no  
sew  
dough  
boat  
road

yecman  
home  
dome  
Rome  
alone  
gnome

### U

use  
Buttle  
muse  
huge  
fuse  
cupid

dilute  
music  
sate  
commute  
stupid  
ruse

pure  
mural  
accurate  
cure  
demure  
insurance

PRACTICE: "Oh, say can you see by the dawn's early light."

Pat, pat, pat, pat--  
I am the vowel in pat.  
I laugh, I clap, I dance, I clang,  
I scam, because I'm even in slang.

Pet, pet, pet, pet--  
I am the vowel in pet.  
You'll find me in any, penny and tell  
And ever present in words like bell.

Pit, pit, pit, pit--  
I am the vowel in pit.  
I limp, I spin, I jig, I sing;  
I nibble at things and skip in a ring.

Look, look, look, look--  
I am the vowel in look.  
You could, if you would, find me in pull;  
I'm in put, I'm in cook, and I'm even in wool.

Lock, lock, lock, lock--  
I am the vowel in lock.  
I'm in body, in hop; I'm bob, I'm in spot;  
I should be in lobby, but often I'm not.

Luck, luck, luck, luck--  
I am the vowel in luck.  
I'm in crush, and in puff, I'm in but, and in rough;  
I'm in love, cup and dove; and that is enough.

Agnes Curren Hamm

PRACTICE THIS SENTENCE. IT HAS THE SHORT VOWEL SOUNDS IN IT.

FAT ED IS NOT UP.

OTHER PRACTICE SENTENCES FOR VOWELS (FRONT, MID, BACK):

FRONT: Lee will let fair Ann pass.

MID: Blurring the sun.

BACK: Who could obey all honest fathers?

# DIPTHONG CONTRASTS

## SPECIMEN WORDS FOR DIPTHONGS:

A neigh ale eight	guage straight steak	rein whey paid	matinee parquet neigh
I ay aye type	by buy bye die	spice isle aisle resign	high write rhyme ratify
oil avoid	choice royal	buoy ahoy	destroy voila
owe oak know no	slow bean so sew	foe dough boat road	yeoman hautboy apropos home
out howl	bow slough	hound doubt	arouse mouse
ear speer sheer	shear hear here	dear deer career	queer pier appear
air ere o're	bear bare prayer	their there chair	pair pare pear
cure Eurpoe	detour fury	poor allure	furor purely
or oar	ore soar	shore more	boar store



### THE PACKAGE

There's a package,  
There's a package,  
There's a package in the mail.  
It's wrapped in yellow paper  
And the twine is like a tail.  
Three stamps are in the corner--  
One red, the others pale.  
There's a package,  
There's a package,  
There's a package in the mail.

Whether the weather be fine,  
Or whether the weather be not,  
Whether the weather be cold,  
Or whether the weather be hot--  
We'll weather the weather,  
Whatever the weather,  
Whether we like it or not,

It's for mother,  
It's for mother,  
It's for mother, I can see.  
But that is just about as good  
As knowing it's for me.  
For mother'll say, "Come, open it,  
Untie the string and see!"  
There's a package,  
There's a package,....  
Oh, what CAN the package be?

Aileen Fisher

### THE OLD WOMAN

There was an old woman  
And nothing she had;  
And so this old woman  
Was said to be mad.  
She'd nothing to eat,  
She'd nothing to wear,  
She'd nothing to lose,  
She'd nothing to fear,  
She'd nothing to ask,  
And nothing to give,  
And when she did die,  
She'd nothing to leave.

Unknown

### YOURS AND MINE

The sun, the trees, the grass, the sky,  
The silver moon that's sailing by,  
The rain and dew and snowflakes white,  
The flowers sweet and stars of night!

The songs of birds, wind whispering,  
The autumn leaves, the buds of spring--  
Such lovely things to hear and see  
Belong to you, belong to me!

Frances Gorman Risser

## MAKING THE SOUND

To make the sound of (n), put your tongue behind your lower front teeth and hum. The back of the tongue should press against the soft palate to make the sound come through the nose.

## SOUND PICTURE - Ringing

REPEAT THE FOLLOWING RHYME IN A SWINGING RHYTHM

## Swinging

Swinging, (pause) swinging, (pause), swinging high,  
Swinging, 'till you touch the sky.

Swinging, swinging, swinging low,  
Swinging, 'till you touch your toe.

Swinging fast, and swinging slow,  
Back and forth, to and fro.

## Happy Thoughts

"The world is so full of a number of things,  
I'm sure we should all be happy as Kings."

Robert Louis Stevenson

LOOKING FOR THINGS: Plan and execute a looking walk, weather permitting. Encourage students to talk about and remember the things they observe. Give them clues as to things which might be hidden underground, etc. Use your own initiative.

When the class returns, have them try to recall the things they saw. A student could chart the observations on the chalkboard. Do this in phrase rather than sentence form because creative writing follows creative oral expression. Don't kill spontaneity of thought with the mechanics of writing at this point.

The "things" may be grouped in many ways: shapes of things, growing things, red things, square things, tall things, short things, etc. Groups could be set up to play the game of things. Plan with your students. The following plan may serve as a guide. This plan could also serve for rapid oral practice, individually, in small groups or in chorus.

## "THE THINGS WE SAW"

Old papers blowing  
Something moving with the leaves.  
Curtains flying.  
Cement mixer going around.  
Two grandmas talking.  
Soft bird feathers.

White scrap paper.  
Yellow school bus resting.  
Bird on a rosebush.  
Dragonfly sleeping.  
Clouds going by.  
Burned ashes.

(7) Continued

Black-birds flying.

Tumble-weed rolling.

One blue feather.

Trees shaking their leaves.

Yellow flowers on a wall.

Flag waving.

Puppy's wagging tail.

Dandelion snow balls.

Round hot sun.

A kitten on a fence.

#### GROWING THINGS

Buds on tree limbs

Trumpet vines on the porch.

Ground Ivy.

Heavy dark oak trees.

Dandelions blowing.

Grass with brown points.

Carrot tops in a green row.

Flowers dropping their petals.

Clover among the grass.

#### RED THINGS

Robin's red breast.

Geraniums in a pot

Tomatoes hanging on the vine.

Fire trucks rushing by.

Little red wagon on the walk.

New books on the rack.

(Substitute appropriate things from your situation)

#### MOVING THINGS

Yellow wasps humming.

Little flying birds.

Frogs hopping in the pond.

White clouds drifting.

Jets racing in the sky.

Cars following each other.

Children chasing.

People going home.

Lawn mowers going back and forth.

#### THINGS YOU CAN HEAR (AT NIGHT)

Sirens blowing.

Bells ringing.

Doors banging.

Horns honking.

Dogs barking

Cats calling.

Little mice running.

Radios blaring.

Airplane motors.

Traffic noises.

THE CATARACT OF LODORE

How does the water come down at Lodore?  
From its sources which well  
In the tarn on the fell,  
From its fountain in the mountain,  
Its rills and its gills,  
Through moss and through brake,  
It runs and it creeps  
For a while till it sleeps  
In its own little lake,  
And thence at departing,  
Awakening and starting,  
It runs through the reeds,  
And away it proceeds,  
Through meadow and glade,  
In sun and in shade,  
And through the wood shelter,  
Among crags in its flurry,  
Helter-skelter-hurry skurry.

How does the water come down at Lodore?  
Here it comes sparkling,  
And there it lies darkling,  
Here smoking and frothing,  
Its tumult and wrath in,  
It hastens along, conflicting, and strong,  
Now striking and raging,  
As if a war waging,  
Its caverns and rocks among.

Now falling and crawling and sprawling,  
And driving and riving and striving,  
And sprinkling and twinkling and wrinkling,  
And sounding and bounding and rounding,  
And bubbling, and troubling and doubling,  
Dividing and gliding and sliding,  
And grumbling and rumbling and tumbling,  
And clattering and battering and shattering;  
And gleaming and steaming and streaming and beaming,  
And rushing and flushing and brushing and gushing,  
And flapping and rapping and clapping and slapping,  
And curling and whirling and purling and twirling,  
Retreating and beating and meeting and sheeting,  
Delaying and straying and playing and spraying,  
Advancing and prancing and glancing and dancing,  
Recoiling, turmoiling and toiling and boiling,  
The thumping and flumping and bumping and jumping,  
And dashing and glashing and splashing and clashing,----  
And so never ending, but always descending,  
All at once and all o'er, with a mighty uproar---  
And this is the way the water comes down at Lodore.

Robert Southey

# FOR PRACTICE OF /t/

**MAKING THE SOUND:** The sound of /t/ is made with the tip of the tongue. Place the tongue tip on the ridge behind the upper front teeth and bring it down quickly with a puff of air.

**SOUND PICTURE:** Ticking

## "TICK TOCK FUN"

TEACHER	"First the watch"	
GIRLS	"Tic - tic - tic - tic"	
TEACHER	"Then the clock"	
BOYS	"Tick-tock tick-tock"	
TEACHER	"Both in time"	
GIRLS	"Tic - tic - tic - tic"	
BOYS	"Tick-tock tick-tock"	AT THE SAME TIME

TEACHER "They sound like one  
Clocks are fun"

GIRLS	"Tic - tic - tic - tic"	
BOYS	"Tick-tock tick-tock"	AT THE SAME TIME

**PLAY** you are in a clock store. Think of all the different kinds of clocks you might see and hear. They all make the ticking sound; some loud, some soft, some fast, and some slow.

How does a Grandfather clock sound?

A slow, heavy tick-tock

On the hour it says bong-bong.

How does a Cuckoo Clock sound?

A quick, light tick-tock tick-tock

On the hour it says cuckoo-cuckoo.

How does an alarm clock sound?

A sharp, quick tick-tock

When the alarm goes off it rings and rings.

How does a Chime Clock sound?

Tick-tock, tick tock

It plays a tune for the hours.

How does a watch sound?

A fast tick-tick-tick.

**USING THE SOUND:** HOW THE /t/ IS WRITTEN.

## LETTERS

t	sounds like	/t/ in <u>t</u> ell, <u>l</u> ater, and <u>b</u> oat.
tt	sounds like	/t/ in <u>a</u> ttack and <u>b</u> etter.
d	sounds like	/t/ in <u>t</u> alked and <u>a</u> s <u>sk</u> ed (past tense) but not in spelled, sagged and robbed.
th	sounds like	/t/ in <u>t</u> hyme, <u>T</u> hames and <u>T</u> homas
ght	sounds like	/t/ in <u>b</u> ought and <u>t</u> hought.
ct	sounds like	/t/ in <u>i</u> ndict.

FOR PRACTICE OF /t/

tot	straits	tots	beaten
estate	eighth	sweetmeat	mitten
tatting	students	tightness	Hottentot
letter	football	tutor	cotton
taste	twice	trotting	button
tomato	treatments	tattle	rattle
ticket	trietness	twenty	brittleness
protect	brightly	Fleetfoot	bottle
artistic	nighttime		gentlemen
tentative	outward		scuttle

PRACTICE SENTENCES

1. The molten metal cooled and was beaten into brittle rattles.
2. Little children prattle to a kitten.
3. A gentleman in the Battery used a glottal plosive.
4. Rattlesnakes battled with a turtle.
5. The fundamental principle was upheld in Seattle.
6. A glutton from the mountains brought a bottle.
7. He wore ornamental mittens when he whittled.
8. Fatten the gentle beast.
9. Beetles annoyed the cattle in the cotton fields.

A tutor who tooted the flute  
 Tried to teach two young tooters to toot.  
 Said the two to the tutor,  
 "Is it harder to toot or  
 To tutor two tooters to too?"

Lucy Locket lost her pocket,  
Kitty Fisher found it;  
Not a penny was there in it,  
Just the ribbon round it.

La, la, la, la, la, la, la  
Kitty Fisher found it;  
La, la, la, la, la, la, la  
Just the ribbon round it.

Unknown

Tip-toe, tip-toe  
Hush, hark, hark!  
You may see the Brownies  
As soon as it is dark.

Trooping up the bannister,  
Trooping down again.  
Tip-toe, tip-toe,  
Go the Brownie men.

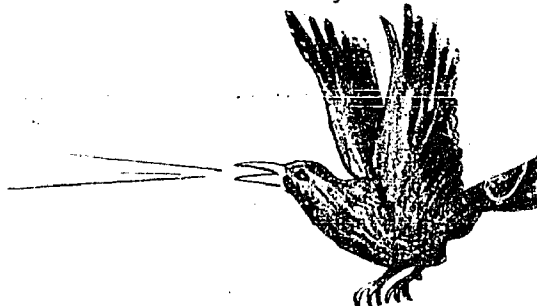
Unknown

Ten tin trains  
On a tiny track  
Tried to go forward  
When they should have gone back  
Each tin soldier  
Twisted his neck  
When the ten tin trains  
Crashed together in a wreck.

S. M. H.

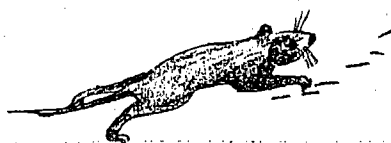
A fat rat sat upon a mat,  
A fat cat sat there too.  
The mat couldn't hold both  
cat and rat  
So one had to move--can you  
guess who?

Audrey Heine



Tweedle-dum and Tweedle-doe  
resolved to have a battle,  
For Tweedle-dum and Tweedle-doe  
had spoiled his nice new  
rattle.

Just then a monstrous crow flew  
down as big as a tar barrel,  
Which frightened both the heroes  
so, they quite forgot their  
quarrel.



THIS FOLLOWING POEM IS VERY GOOD FOR MEDIAL AND FINAL /t/.

LOOK OUT!

ALL: Look out! Look out!  
A motor is coming!  
Look out! Look out!  
A motor is coming!  
Look out!

DARK VOICES:

Here it comes splashing  
And hooting, and dashing!  
Look out! Look out! Look out!

ALL: Look out! Look out!  
A motor is coming!  
Look out! Look out!  
A motor is coming!  
Look out!

Emphasizing of different words in the  
same sentence

INTONATION:

THE WAY THAT YOU SAY SOMETHING IS SOMETIMES MORE IMPORTANT THAN WHAT  
YOU SAY. TRY DIFFERENT INTERPRETATIONS OF THIS SENTENCE: I don't  
care what you say!

I don't care what you say!

I don't care what you say!

I don't care what you say

I don't care what you say!

I don't care what you say!

I don't care what you say!

NOW TRY THIS SENTENCE: She was right here.

She was right here.

She was right here.

She was right here.

She was right here.

INTERPRET THIS ONE: Did you hear that awful noise?

Did you hear that awful noise?

Did you hear that awful noise?

Did you hear that awful noise?

Did you hear that awful noise?

Did you hear that awful noise?

Did you hear that awful noise?

INTERPRET THIS SENTENCE: Mary wore that big red hat.

Mary wore that big red hat.

Mary wore that big red hat.

Mary wore that big red hat.

Mary wore that big red hat.

Mary wore that big red hat.

Mary wore that big red hat.

SAY THE FOLLOWING FIRST LAUGHINGLY, THEN SADLY, AND LAST ANGRILY.

1. Am I going with you?

2. It just doesn't seem to fit.

3. What in the world have you been doing?

4. He told me he was going to fly across.



## TAG ENDINGS

ADD TAG ENDINGS TO THESE STATEMENTS.

EXAMPLE: The first meal of the day is breakfast, isn't it?

1. In the United States, coffee is more popular than tea, \_\_\_\_\_?
2. There is usually fruit for breakfast, \_\_\_\_\_?
3. Rice isn't part of an American breakfast, \_\_\_\_\_?
4. There are often eggs for breakfast, \_\_\_\_\_?
5. There isn't usually any fish on the breakfast table, \_\_\_\_\_?
6. There is often hot toast for breakfast, \_\_\_\_\_?
7. Americans don't eat soup for breakfast, \_\_\_\_\_?
8. Many people like butter and jelly on their toast, \_\_\_\_\_?
9. An American husband usually goes to work immediately after breakfast, \_\_\_\_\_?
10. After that, his wife washes the dishes, \_\_\_\_\_?

EXAMPLE: People in the United States usually eat there biggest meal in the evening, don't they?

1. Most people eat lunch at noon, \_\_\_\_\_?
2. They often eat soup, sandwiches, or a salad at noon, \_\_\_\_\_?
3. Children don't usually drink coffee or tea, \_\_\_\_\_?
4. In the United States, men and women often drink milk, \_\_\_\_\_?
5. Bottles of milk are brought to the family's door every morning, \_\_\_\_\_?
6. Many school children eat lunch at school, \_\_\_\_\_?
7. Most men can't leave their work long enough for lunch at home, \_\_\_\_\_?
8. They must eat their lunch in restaurants near their work, \_\_\_\_\_?
9. People in the United States usually eat meat, potatoes, vegetables, and dessert for dinner, \_\_\_\_\_?
10. The children and their parents usually eat dinner together at about six o'clock, \_\_\_\_\_?

## SIMILES

as sweet as sugar  
as dry as a bone  
as stubborn as a mule  
as smart as a whip  
as deaf as a stone  
as straight as an arrow  
as crooked as a dog's hind leg  
as dry as a powder keg  
as sly as a fox  
as fast as a deer  
as bright as a star  
as ugly as sin  
as blue as the sky  
as deep as the ocean  
as high as a mountain  
as big as a box car  
as tall as a tree  
as brown as a nut  
as gray as a November day  
as red as a beet  
as thick as pea soup  
as green as grass  
as poor as a church mouse  
as rich as Croesus  
as skinny as a reed  
as thin as a rail  
as fat as a pig  
as pretty as a picture  
as hot as a firecracker  
as ugly as a witch  
a mind like a steel trap  
as brave as a bull  
hands like ice  
as smooth as silk  
as narrow as a ribbon  
as chocking as dust  
as dry as a desert  
as dumb as a doorknob  
as loud as thunder

THIS HAS BEEN GIVEN TO YOU AS A LIST OF EXAMPLES OF SIMILES.  
NOW, YOU THINK OF AS MANY AS YOU CAN. THINK OF ONES  
THAT WE USE IN EVERYDAY SPEECH.

# COUNTRIES AND THEIR LANGUAGES

<u>COUNTRY</u>	<u>NATIONALITY</u>	<u>LANGUAGES(S)</u>
Argentina	Argentinian	Spanish (official) Italian
Australia	Australian	English
Austria	Austrian	German
Brazil	Brazilian	Portuguese
Canada	Canadian	English, French
China	Chinese	Chinese
Cuba	Cuban	Spanish
Denmark	Danish	Danish
England	English	English
Egypt	Egyptian	Arabic
Finland	Finnish	Finnish, Swedish
France	French	French
Germany	German	German
Greece	Greek	Greek, Turkish
Haiti	Haitian	French
Hungary	Hungarian	Hungarian
Israel	Israeli	Ivrit
Ireland	Irish	English, Gaelic
Italy	Italian	Italian
Mexico	Mexican	Spanish
Netherlands	Dutch	Dutch
Norway	Norwegian	Norwegian
Panama	Panamanian	Spanish
Poland	Polish	Polish
Portugal	Portuguese	Portubuese
Russia	Russian	Great Russian, Ukranian, Byelorussian, Uzbek, Tartar, Kazakh, Armenian, Azerbaijani, Georgian,
Saudi Arabia	Arabian	Arabic
Spain	Spanish	Spanish
Switzerland	Swiss	German, French Italian
Turkey	Turkish	Turkish, Greek, Italian
United States	American	English
Vietnam (South)	Vietnamese	Anamese, French
Yugoslavia	Yugoslavian	Serbo-Croat, Slavene Macedonian

## MISCELLANEOUS VOCABULARY - RELATIONS

### AMERICAN FAMILY RELATIONSHIPS

YOU are a MEMBER of a FAMILY.

Your MALE PARENT is your FATHER.

Your FEMALE PARENT is your MOTHER.

Your MALE SIBLINGS are your BROTHERS.

Your FEMALE SIBLINGS are your SISTERS.

Your PARENTS, BROTHERS AND SISTERS are your IMMEDIATE FAMILY.

Your FATHER'S FATHER is your PATERNAL GRANDFATHER.

Your MOTHER'S FATHER is your MATERNAL GRANDFATHER.

Your FATHER'S MOTHER is your PATERNAL GRANDMOTHER.

Your MOTHER'S MOTHER is your MATERNAL GRANDMOTHER.

Your FATHER'S SISTERS are your AUNTS.

Your FATHER'S BROTHERS are your UNCLES.

Your MOTHER'S SISTERS are your AUNTS.

Your MOTHER'S BROTHERS are your UNCLES.

Your UNCLES' CHILDREN (on either side) are your COUSINS.

Your AUNTS' CHILDREN (on either side) are your COUSINS.

Your SISTERS' FEMALE CHILDREN are your NEICES.

Your SISTERS' MALE CHILDREN are your NEPHEWS.

Your BROTHERS' MALE CHILDREN are your NEPHEWS.

Your BROTHERS' FEMALE CHILDREN are your NIECES.

### WORDS TO KNOW:

- |              |             |             |
|--------------|-------------|-------------|
| 1. relations | 4. parent   | 7. maternal |
| 2. male      | 5. siblings | 8. family   |
| 3. female    | 6. paternal | 9. member   |

## JUST FOR FUN

### REACHING FOR THE STARS

1. Add three letters to star to make frighten.
2. Add two letters to star to make a wash day stiffening product.
3. Add one letter to star to make a long look.
4. Add four letters to star to make a sea creature.
5. Add five letters to star to make the right side of a ship.
6. Add four letters to star to make a bird.
7. Add one letter to star to make a bird.
8. Add one letter to star to make grim or bare.
9. Add three letters to star to make very hungry.
10. Add two letters before and one letter after star to make a pudding.

### TRIMMING THE TREE

1. Decorate tre with two more letters to make a special surprise.
2. Decorate tre with three more letters to make a small river.
3. Decorate tre with three more letters to make a road.
4. Decorate tre with four more letters to make a New Jersey city.
5. Decorate tre with two more letters to make a footstep.
6. Decorate tre with four more letters to withdraw or retire.
7. Decorate tre with three more letters to make a line or stripe.
8. Decorate tre with seven more letters to make large.
9. Decorate tre with five more letters to make a pirates booty.
10. Decorate tre with four more letters to make a latticework for roses.

### ON THE LIGHT SIDE

1. Add two letters to light to make happiness.
2. Add five letters to light to make a beacon.
3. Add four letters to light to make sky electricity.
4. Add one letter to light to make an airplane trip.
5. Add seven letters to light to make gay or happy.
6. Add one letter to light to make a sad situation.
7. Add six letters to light to make dizzy.
8. Add three letters to light to make the opposite of night.
9. Add one letter to light to make slender or frail.
10. Add two letters to light to make less heavy.

Emphasizing of different words in the same sentence.

THE WAY THAT YOU SAY SOMETHING IS SOMETIMES MORE IMPORTANT THAN WHAT YOU SAY.

TRY DIFFERENT INTERPRETATIONS OF THIS SENTENCE. That is exactly what she said.

That is exactly what she said.

That is exactly what she said.

That is exactly what she said.

That is exactly what she said.

That is exactly what she said.

That is exactly what she said.

NOW TRY THIS SENTENCE: He was here a minute ago.

He was here a minute ago.

He was here a minute ago.

He was here a minute ago.

He was here a minute ago.

He was here a minute ago.

He was here a minute ago.

INTERPRET THIS ONE: Did you smell that awful tar?

Did you smell that awful tar?

Did you smell that awful tar?

Did you smell that awful tar?

Did you smell that awful tar?

Did you smell that awful tar?

INTERPRET THIS SENTENCE: Jane wore that orange mini-skirt.

Jane wore that orange mini-skirt.

Jane wore that orange mini-skirt.

Jane wore that orange mini-skirt.

Jane wore that orange mini-skirt.

Jane wore that orange mini-skirt.

Jane wore that orange mini-skirt.

SAY THE FOLLOWING SENTENCES FIRST LAUGHINGLY, THEN SADLY, LAST ANGRILY.

1. Is he going with you?
2. This is just too big.
3. What on earth did you eat?
4. He told me he was going to learn to ski.

PAST UNREAL SENTENCES  
REGENTS II--p. 108

Here are some more conditional sentences of the type known as past-unreal conditions. For further practice with this type of condition, supply the correct form of the verbs in parenthesis.

1. If Henry had studied harder, he \_\_\_\_\_(pass) his examinations.
2. If I had had your telephone number, I \_\_\_\_\_(call) you.
3. If yesterday had been a holiday, we \_\_\_\_\_(go) to the beach.
4. If I had known about this last night, I \_\_\_\_\_(act) differently.
5. If he had attended class more regularly, he \_\_\_\_\_(get) a better grade.
6. If they had left earlier, they \_\_\_\_\_(catch) the train.
7. If I had been in your place, I \_\_\_\_\_(refuse) to give him the money.
8. If I had seen her, I \_\_\_\_\_(give) her your message.
9. If they had come on time, I \_\_\_\_\_(talk) with them.
10. If he had had more experience, he \_\_\_\_\_(get) the job.
11. If she had paid more attention in class, she \_\_\_\_\_(do) better on her test.
12. If they had invited me, I \_\_\_\_\_(go) with them.
13. If I had had the money, I \_\_\_\_\_(buy) that car.
14. If she had acted differently, we \_\_\_\_\_(take) her along.
15. If I had been in your position, I \_\_\_\_\_(go) with them.
16. If you had gone with us, you \_\_\_\_\_(meet) her.
17. If I had had a car last summer, I \_\_\_\_\_(drive) to California.
18. If it had not rained, we \_\_\_\_\_(go) on a picnic yesterday.
19. If you had come earlier, you \_\_\_\_\_(have) a fine dinner.
20. If she had told me the truth, I \_\_\_\_\_(be) less angry.
21. If I had known it was going to rain, I \_\_\_\_\_(take) my umbrella.
22. If we had hurried, we \_\_\_\_\_(get) there in time.

## CONDITIONAL SENTENCES

1. If John studies hard, he \_\_\_\_\_(pass) his examination.
2. If I have the time tomorrow, I \_\_\_\_\_(visit) you.
3. If he doesn't hurry, we \_\_\_\_\_(miss) our train.
4. If the weather is good next week, we probably \_\_\_\_\_(go) hunting.
5. If it doesn't rain tomorrow, we \_\_\_\_\_(go) to the beach.
6. If you attend class regularly, you \_\_\_\_\_(learn) much English.
7. If they leave early enough, they \_\_\_\_\_(be) able to get tickets.
8. If May calls, I \_\_\_\_\_(tell) her about our change in plans.
9. If we decide to go to the beach, I \_\_\_\_\_(let) you know.
10. If it snow tonight, we \_\_\_\_\_(have) to stay at home all day tomorrow.
11. If the weather continues to be so cold, I \_\_\_\_\_(have) to buy some warmer clothing.
12. If I get a good mark on my examination, my parents \_\_\_\_\_(be) pleased.
13. If I have time, I \_\_\_\_\_(give) you a ring tomorrow.
14. If I have a car next summer, I \_\_\_\_\_(drive) to the beach every day.
15. If we have enough money, we \_\_\_\_\_(take) a trip abroad next summer.
16. If he works hard, he \_\_\_\_\_(earn) much money on that job.
17. If they get married now, they \_\_\_\_\_(have) to live with his parents.
18. If John comes before I leave, I \_\_\_\_\_(explain) everything to him.
19. If you go to bed earlier, you \_\_\_\_\_(be) less tired.
20. If you practice every day, you \_\_\_\_\_(play) the piano well.

FROM REGENTS II Page 103



AFTER CHRISTMAS

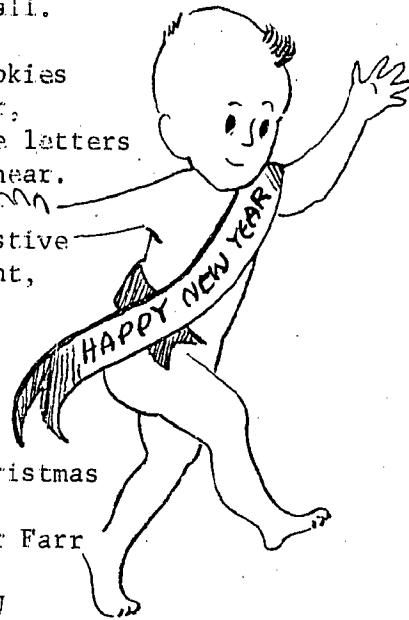
The days that follow Christmas  
I like the best of all.  
The rushing then is over  
As friends drop in to call.

Enjoy fruit cake and cookies  
And cups of tea to cheer,  
There's time to read the letters  
The cards from far and near.

The house is gay and festive  
With tree and candlelight,  
The crimson decorations  
A picture of delight.

The memories of Santa  
Are pleasant to recall;  
The days that follow Christmas  
I like the best of all.

Hilda Butler Farr



TOMORROW

Tomorrow I'm going to get a gift  
(So near to Christmas, too!)  
This gift is always fresh and bright  
Yet it lasts a whole year through;  
It's made in sections, and each day  
I open one, brand new.

Tomorrow I'll begin it: how  
Exciting it will be!  
Three hundred sixty-five the times  
A fresh surprise I'll see;  
Tomorrow I'm to get a gift--  
A Whole New Year--for me!

Dorothy Brown Thompson

Of all the gifts that come to cheer,  
The best one is a brand-new year.  
Snow-wrapped and holly decked, it comes  
To richest and poorest homes.  
Twelve jeweled months all set with days  
Of priceless opportunities.

A silver moon and golden sun,  
With diamond stars when day is done,  
And over all a sapphire sky,  
Where pearly clouds go floating by.  
Be grateful for the year that brings  
So many and such precious things.

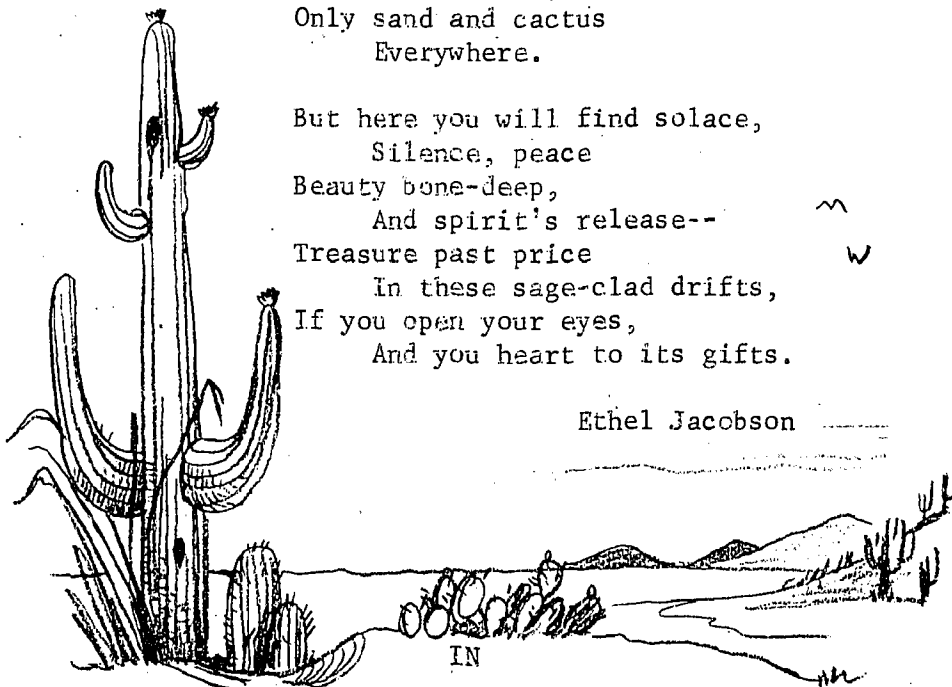
Bertha E. Jacques

DESERT TREASURE

This land is so forbidding,  
Bleak and severe,  
Blazing in the noonday,  
Ashen, sere,  
Shivering in starlight,  
Shelterless, bare --  
Only sand and cactus  
Everywhere.

But here you will find solace,  
Silence, peace  
Beauty bone-deep,  
And spirit's release--  
Treasure past price  
In these sage-clad drifts,  
If you open your eyes,  
And you heart to its gifts.

Ethel Jacobson



Both sunrise and sunset are a blaze of glory!  
Each in its own way tells a most thrilling story  
Of the Master Mind who invented it all  
To fill souls with wonder and hold them in thrall.  
The wonderful colors the Desert displays  
Make gorgeously beautiful the nights and days;  
And over it all is the wonderful peace  
That settles upon one, and seems to increase  
Till the Heavens above one, down to the earth's sod,  
Proclaim the encompassing Presence of God!

THE MONTHS

January brings the snow.  
Makes our feet and fingers glow.

February brings the rain,  
Thaws the frozen lake again.

March brings breezes loud and shrill,  
Stirs the dancing daffodil.

April brings the primrose sweet,  
Scatters daisies at our feet.

May brings flocks of pretty lambs,  
Skipping by their fleecy dams.

June brings tulips, lilies, roses,  
Fills the children's hands with posies.

Hot July brings cooling showers  
Apricots and gillyflowers.

August brings the sheaves of corn;  
Then a harvest home is borne.

Warm September brings the fruit;  
Sportsmen then begin to shoot.

Fresh October brings the pheasant;  
Then to gather nuts is pleasant.

Dull November brings the blast;  
Then the leaves are whirling fast.

Chill December brings the sleet,  
Blazing fire and Christmas treat.

Sara Coleridge

SOLO: Into the basin put the plums,

ALL: Stirabout, stirabout, stirabout!

SOLO: Next the good white flour comes,

ALL: Stirabout, stirabout, stirabout!

SOLO: Sugar and peel and eggs and spice,

ALL: Stirabout, stirabout, stirabout!

SOLO: Mix them and fix them and cook them twice,

ALL: Stirabout, stirabout, stirabout!

Anonymous

Lucy Locket lost her pocket,  
Kitty Fisher found it;  
Not a penny was there in it.  
Just the ribbon round it.

La, la, la, la, la, la, la,  
Kitty Fisher found it;  
La, la, la, la, la, la, la,  
Just the ribbon round it.

Hot-cross buns!  
Hot-cross buns!  
One a penny, two a penny,  
Hot-cross buns!

Hot-cross buns!  
Hot-cross buns!  
If ye have no daughters,  
Give them to your sons.

Put my clothes upon a chair,  
Put my shoes beneath my bed,  
Put my hands up for a prayer,  
Be quite still until it's said,  
Put my robe where I can find it,  
Put! Put! Put! Put! Put! to bed!

Agnes Curren Hamm

A fat rat sat upon a mat,  
A fat cat sat there too;  
The mat couldn't hold both  
cat and rat  
So one had to move--can you  
guess who?

Audrey Heine

RELATIVE CLAUSES LAB II

FILL EACH BLANK WITH who, whom, OR whose.

EXAMPLES: Actresses are women who act in plays or movies.

The person by whom the play is written is called a playwright.

Shakespeare was a 16th century playwright whose plays are still very famous.

1. Walt Whitman was an American \_\_\_\_\_ wrote poems during the 19th century.
2. Abraham Lincoln was a president \_\_\_\_\_ father had been a carpenter.
3. A guest always writes a "thank-you" note to a family in \_\_\_\_\_ home he has spent the night.
4. The hostess is the person to \_\_\_\_\_ the "thank-you" note should be written.
5. Students \_\_\_\_\_ need money often do part-time work while they are in college.
6. Students \_\_\_\_\_ grades are very high often receive scholarships to help them pay for their education.
7. An orphan is a child \_\_\_\_\_ parents are dead.
8. Parents are the people from \_\_\_\_\_ a child learns the most.
9. The children with \_\_\_\_\_ a child plays are called his playmates.
10. George Washington Carver was a famous Negro scientist \_\_\_\_\_ improved methods of farming in the southern part of the United States.

## RELATIVE CLAUSES

FILL EACH BLANK WITH who or which

EXAMPLES: George Washington was a general who later became the first President of the United States.

A subway is a kind of train which runs under the ground.

1. Abraham Lincoln was the President \_\_\_\_\_ died at the end of the Civil War.
2. People \_\_\_\_\_ work in an American city often live in small towns outside the city.
3. Skyscrapers are buildings \_\_\_\_\_ seem to scrape the sky.
4. Detroit is a city \_\_\_\_\_ is famous for making automobiles.
5. An author is a person \_\_\_\_\_ writes books.
6. Something \_\_\_\_\_ costs very little is cheap.
7. Americans \_\_\_\_\_ live in the south pronounce English in a special way.
8. "How do you do?" is said by two people \_\_\_\_\_ have just been introduced to each other.
9. People \_\_\_\_\_ don't have much money to spend on food often eat in cafeterias.
10. How does the government spend the money \_\_\_\_\_ it gets from taxes?

REGENTS II - PAGE 59  
VOCABULARY REVIEW - MISTAKES IN

IN EACH OF THE FOLLOWING SENTENCES THERE IS A ONE-WORD MISTAKE IN FACT. THIS MISTAKE IS UNDERLINED. CORRECT THIS MISTAKE.

1. There are fifty-six weeks in a year.
2. The opposite of STOUT is fat.
3. To board a train is to get off it.
4. Grass is generally red in color.
5. The word SLEEPY is a noun.
6. December is the tenth month of the year.
7. The opposite of LOOSE is find.
8. The opposite of STRAIGHT is round.
9. In the word WRIST the letter r is silent (not pronounced.)
10. A triangle is a geometrical figure having four sides.
11. To CALL ON someone is to telephone him.
12. The Pacific Ocean lies east of the United States.
13. The sun always rises in the west.
14. Grapes grow on trees.
15. We always buy and sell eggs by the pound.
16. The term of office of the President of the United States is six years.
17. There are thirty-nine inches in a yard.
18. A man who is deaf cannot see very well.
19. A common English proverb is "A stitch in time saves eight."
20. Columbus discovered America in 1482.
21. The past participle of the verb TO BE is was.
22. The past participle of the verb TO SEE is saw.

## MEAL ORDERING DIALOGUE

DIALOGUE: ORDERING DINNER (A COUPLE ENTERS THE RESTAURANT: A WAITER COMES TO MEET THEM.) (M-MALE CUSTOMER----W-WAITER)

M: Could we have a table for two please?

W: Yes, sir. There's a nice table right over there.

M: Thank you. May we see the menu, please?

W: Right away, sir. (pause)

W: Would you like to order dinner now, sir?

M: Yes, thank-you. (pause) We'd like the fried chicken dinner for two please.

W: What would you like to drink, sir?

M: Coffee, please.

W: Thank you, sir. (pause)

(THEY EAT. WAITER COMES BACK LATER)

W: Would you like to order dessert now, sir?

M: Yes, thank you. What desserts do you have?

W: We have banana cake, strawberry short-cake, apple pie, cherry pie and lemon cream pie.

M: We'll have the strawberry short-cake, please.

W: With or without ice cream, sir?

M: Without ice cream, thank you.

W: Very well, sir.

(AFTER THE MEAL IS OVER, BEFORE THE COUPLE LEAVES THE RESTAURANT)

M: That was a very fine meal. We enjoyed it very much. Thank you.

W: Thank you, sir. It was a pleasure to serve you.

\*\*\*\*\*

1. What do you have for breakfast?

2. Toast and coffee.

1. That's not enough,

2. Oh, I have other things - like eggs and juice.

# PUZZLE FOR VOCABULARY BUILDING

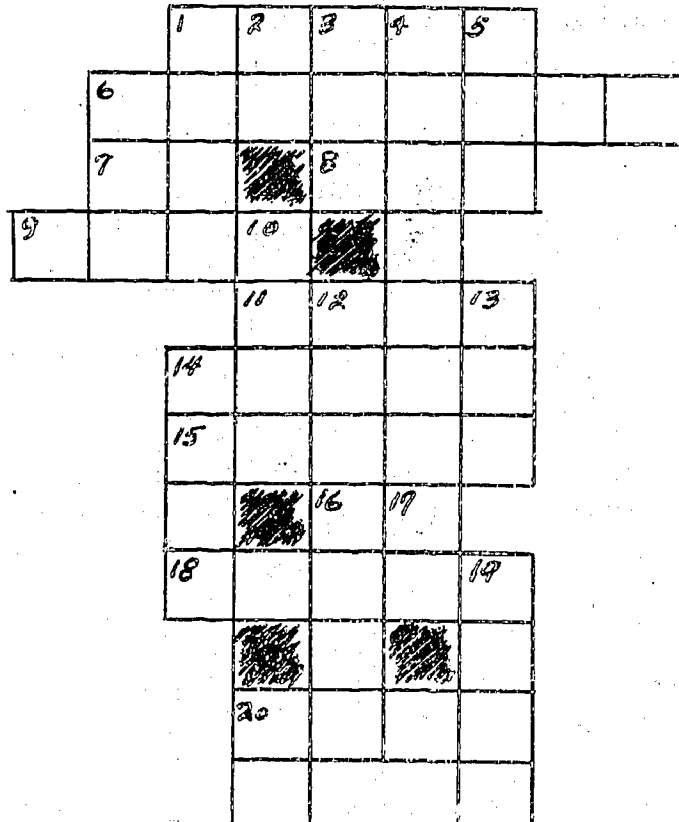
## WHAT'S THE GOOD WORD?

### ACROSS

1. Small particle of dust
6. People who landed Plymouth  
Roc'
7. Form of ..
8. Breakfast cereal; \_\_\_\_\_ meal
9. Insist; encourage in action  
ask strongly
11. Face of a clock or compass
15. Dined; consumed
16. Sixth note in musical scale
18. Poetic form of beneath
20. Not doing anything

### DOWN

1. Produce music with your voice
2. Abbreviation for place
3. Self
4. Man's necktie
5. Set of tools; short for kitten
6. Equal to; standard; golf term
10. Prepare for publication
12. Land where the shamrock grows
13. Dangerous substance used in  
making soap
14. Mending holes in socks
17. Abbreviation for atmosphere
19. Pay attention to; listen to
20. Within; inside





POEMS ABOUT THE NAVAJO

IT IS NOT:

The Navajo Reservation a lonesome place?  
It is not:  
The skies are sunny,  
Clear blue,  
Or gray with rain.  
Each day is gay  
In nature's way.  
It is not a lonesome place at all.

But best . . . .  
It's home  
With an open door  
And room for all.

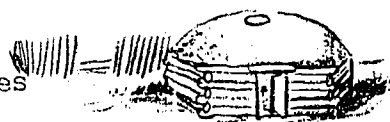
A Navajo home shabby and small?  
It is not:  
Inside there's love,  
Good laughter,  
And big talk.

A castle could have no more.

WOULDN'T YOU?

Little Chee, and his brother, Tso,  
To their grandma Heda Bah's  
Love to go.

She hasn't any pie  
And she hasn't any cake  
And she hasn't any cookies  
Like your grandma makes.



But boiling on the camp-fire,  
Is a pot of mutton stew!  
Oh, how I'd love to have some!  
Wouldn't you?

Heda Bah's table is a smoothed-off spot  
On the bare level ground for the cooking-pot  
At Heda Bah's table you eat like a mouse,  
For there's not a single dish in Heda Bah's house!  
But a bent tortilla will make a spoon or two.  
I'd just love to try it!  
Wouldn't you?



And when the meal is over  
There is not a dish to do!  
I'd rather be an Indian-----  
Wouldn't you?

## NAVAJO HISTORY

Long ago a young Navajo prayed for the things he valued most in life.  
How do his values compare with yours today?

### NAVAJO PRAYER Anonymous

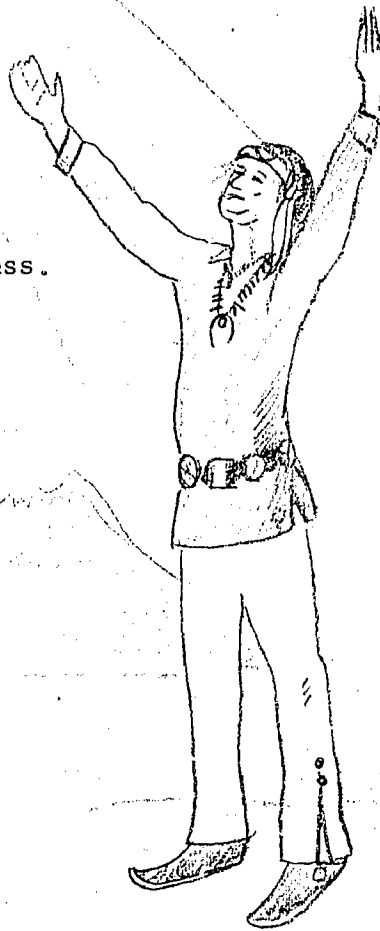
Lord of the Mountain  
Reared within the Mountain,  
Young man, Chieftain,  
Hear a young man's prayer.

Hear a prayer for cleanness,  
Keeper of the strong rain  
Drumming on the mountain,  
Lord of the small rain  
That restores the earth in newness.  
Keeper of the clean rain,  
Hear a prayer for wholeness.

Young man, Chieftain,  
Hear a prayer for fleetness,  
Keeper of the deer  
Reared among the eagles,  
Clear my feet of slothness.

Keeper of the paths of men,  
Hear a prayer for straightness,  
Hear a prayer for courage.  
Lord of the thin peaks,  
Reared among the thunders,  
Keeper of the headlands  
Holding up the harvest,  
Keeper of the strong rocks,  
Hear a prayer for staunchness.

Young man, Chieftain,  
Spirit of the Mountain.



### UNDERSTANDING THE POEM

1. For what qualities is the young Navajo praying?
2. By what titles does the Navajo address the Lord of the Mountain?
3. What is contributed to the total effect by the form and rhythm of the lines? By the dignified language?

## NAVAJO HISTORY

### NAVAJO DATELINES

EVENTS IN NAVAJO HISTORY - TAKEN FROM THE NAVAJO TIMES, JANUARY 26, 1967

- 1754 - The Navajos lived on mesa tops and other locations to defend themselves from the Utes.
- 1766 - This trouble with the Utes continued and the Navajos welcomed the Spanish coming in.
- 1773 - Utes invaded Navajo country.
- 1775 - A period when Navajos and Utes banded together with the plan to destroy a Hopi settlement.
- 1792 - Navajos again banded together with the Utes against the Comanches.
- 1804 - Navajos and Utes began fighting each other again.
- 1818 - Navajos and Utes banded together against the Spaniards.
- 1828 - Navajos did not band together with the Utes against the Spaniards because they (the Navajos) wanted to keep the peace.
- 1841 - Navajos and Utes began fighting each other again. This ended in 1863 with the Carson campaign which sent the Navajos to Fort Sumner.
- 1841 - 1860 - Occasional war continued between the Navajos and the Utes.
- 1845 - Chief Narbona and three Navajo warriors went to Santa Fe to see the Comandante General. They told him the Utes had sent them to talk about peace between the Utes and the Spaniards.
- 1852 - The Navajos and Utes again went to war because of two killings.
- 1855 - A peace treaty was signed between the Utes and Spaniards. Some Navajos were present at the treaty signing. The Navajos and Utes were then at peace with each other.
- 1856 - (September) Peace between the Navajos and Utes continued until this date when a Navajo war party attacked some Capote Utes.

(CONTINUED)

- 1856 - 1862 (with a brief from December, 1858 to August, 1859) War continued between the Navajos and the Utes.
- 1863 - Navajo exile to Fort Sumner - the Carson campaign.
- 1864 - Utes overran the country abandoned by the Navajos.
- 1865 - Utes attacked Chief Manuelito's band and took much of his stock.
- 1866 - Major Pfeiffer advised the Utes to make peace with the Navajos. The Utes did not and many Navajos, including the wounded Manuelito, surrendered to the military.
- 1868 - (June 1) The Navajos returned to a portion of their homeland. The Utes continued to raid them occasionally until a peace treaty between the two tribes was signed on November 30, 1868.

## THE NAVAJO RUG

Like pieces of fallen cloud, the sheep are scattered on the hillside.  
In the summer's hot wind and the winter's cold, the woman herds them.  
To the hills in the day, to the corral at night,  
To fresh grass and water she herds them.  
The rug begins in Strength.

A storm drapes itself around the mountain. The sheep are restless.  
They scatter. The woman tries to gather them. She cannot.  
She kneels in the dust of the land to pray. The sheep come together.  
To the rug is added Faith.

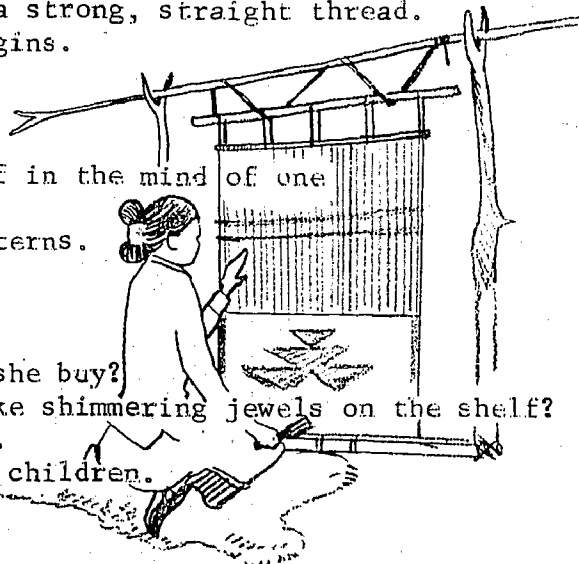
The sheep are sheared. The wool stands in fat bag against the wall.  
Now the carding begins. Short, quick strokes. Fibers straight. Dirt  
combed out.

Now the spinning begins. Turning, turning, turning, turning on the spindle  
While knowing fingers pull the wool into a strong, straight thread.  
Now the washing begins; now the dyeing begins.  
Into the rug goes Patience.

The rug grows slowly on the loom.  
Its design, unwritten, has gathered itself in the mind of one  
Who has long looked out upon the land  
And seen its ever-changing colors and patterns.  
The rug is woven in Beauty.

The way to the trading post is long.  
And when the woman gets there, what will she buy?  
Lengths of satin and velvet that shine like shimmering jewels on the shelf?  
New dishes, a cooking pot--hers is so old.  
No. This and this and--yes--this for her children.  
And this and this for her man.  
For herself, not a thing.  
The rug is finished in Love.

The woman is gone. You come to buy. The price is too much?  
No, my friend. Not for this rug. Not for what is in it.  
All that the woman is, is in this rug.  
All she thinks, all she believes, all her skills, all she dreams of  
and hopes for  
Have been woven into one in this rug.  
And for all this, the price is never too much. Because you see, my  
friend,  
The rug is the Woman



Barbara J. Warren

## VALENTINE SURPRISE

Off to the store ran Jane  
To buy her mother a Valentine,  
It couldn't be too fancy or plain,  
Or have the usual saying, "Be, mine."

All of the stores were searched,  
But nothing could be found.  
So Jane went home and thought  
Until a good idea came 'round.

She got out needles and thread,  
And decorating tape,  
When the sewing got underway  
The gift began to take shape.

The package had violets and pretty ribbon,  
And cutouts of Cupid's darts.  
Mother opened it and to her surprise,  
Found some giant candy hearts.

Linda Ramball



## VALENTINE VILLAGE

If you've ever thought about hearts so red,  
Or candy spread out on a table,  
Then you must have thought of Valentine Village  
Though most people think it's only a fable.

There're Valentine people  
And Valentine dogs,  
Valentine houses  
Made of Valentine logs,

There're Valentine churches,  
And Valentine hills,  
Valentine hot dogs,  
And Valentine pills,

There're a Valentine store,  
And a Valentine "soc,"  
A Valentine kitten,  
And A Valentine cook.

So if ever you're thinking of hearts so red,  
Or candy spread out on a table.  
Be sure to think of Valentine Village  
Even if it is a fable.

Elizabeth Hoyt

# INTONATION PRACTICE

## SUBSTITUTION DRILLS

1. What's your nationality? Are you American  
Spanish  
French  
Japanese  
Congoleze?
2. What part of the world  
geographical area of the world  
place in the world  
kind of climate do you come from?
3. I'm an American by birth  
a naturalized American  
A native Australian What's your nationality?
4. I was born in Spain, but I'm a citizen of France.  
I grew up in South America.  
my father was from Korea.  
I don't have Spanish citizenship.  
I have retained Burmese citizenship.
5. Do you know what the population of Japan  
the U.S.  
the Phillippines  
Indonesia  
Thailand is?
6. What's the area of the Congo in square miles  
square meters  
hectares  
acres of land?
7. Who's the governor  
head  
mayor  
president  
chief of state  
leader of this state  
government  
city  
republic  
nation  
political party?
8. According to the latest census, our population has increased  
decreased  
remained same  
declined
9. Politically  
Geographically  
Culturally  
Industrially, the country is divided into fifty states  
ten regions  
two sections  
three major areas

PRACTICE THESE DIALOGUES. WATCH YOUR INTONATION.

I. MILDRED AND PETER

MILDRED: What do you want to eat for dinner, Peter?

PETER: Do we have any fish in the freezer, Mildred?

MILDRED: We finished the fish last week, but we have roast beef tonight.

PETER: The roast sounds delicious. When will we eat dinner?

MILDRED: We'll eat between six and six-thirty, but I'll need some help.

PETER: I'll peel three potatoes, wash the string beans, and make the iced coffee.

II. CUSTOMER AND CLERK

CUSTOMER: Give me a loaf of bread, a half-dozen eggs and some raspberries.

CLERK: Yes, Ma'am. Do you need any fresh fruit or vegetables? We have some nice lettuce, carrots, tangerines, and lemons.

CUSTOMER: How much is the lettuce? Are you sure it's fresh?

CLERK: Yes, it's very fresh and only ten cents a head.

CUSTOMER: I'll take a head of lettuce, two pounds of tangerines, and seven lemons.

CLERK: May I help you with anything else?

CUSTOMER: I don't think so. How much will that be?

CLERK: A dollar seventy-five, please.

CUSTOMER: Here you are.

CLERK: Thank you very much, and come again.



## CONDITIONAL SENTENCES

From: Allen and Allen:  
Review Exercises for EFL,  
T. Y. Crowell Co., N. Y.  
pp 62-63.

CHANGE EACH OF THESE SENTENCES INTO A SENTENCE WITH if and not.

EXAMPLE: Mr. Bell's car hit a taxi last night because he was driving too fast.

Mr. Bell's car would not have hit a taxi last night if he had not been driving too fast.

1. He was driving too fast because he needed to get home quickly.
2. He needed to get home quickly because his family was in danger.
3. His family was in danger because his house was on fire.
4. His house was on fire because there were many cans of paint in his basement.
5. There were many cans of paint in his basement because he was planning to paint his kitchen.
6. He was planning to paint his kitchen himself because he didn't have enough money to pay someone else high wages for painting it.
7. The fire started because the cans of paint were too near the furnace.
8. His car hit the taxi because he wasn't driving carefully.
9. He wasn't driving carefully because he was worrying about the fire.
10. He will have to go to court next Wednesday because his car hit that taxi last night.

## ASKING QUESTIONS

READ each statement. Then ask two questions based on the statement. (The first words of the questions are below the statement.)

EXAMPLES: Mr. and Mrs. Benson and their three children live on Yale street.  
 Where do Mr. and Mrs. Benson and their three children live?  
 On what street do Mr. and Mrs. Benson and their three children live?  
 They would like a new house because this old one is too far from Mr. Benson's office.  
 What would they like?  
 Why would they like a new house?

1. Mr. Benson works in a newspaper office.  
 Where \_\_\_\_\_  
 In what kind of office \_\_\_\_\_
2. The two oldest children leave the house at 8:30 in the morning because they have to go to school.  
 At what time \_\_\_\_\_  
 Why \_\_\_\_\_
3. The youngest stays home with his mother because he's too young to go to school.  
 Where \_\_\_\_\_  
 Why \_\_\_\_\_
4. Barbara Benson goes to the Independenceville elementary school.  
 Where \_\_\_\_\_  
 To what school \_\_\_\_\_
5. Paul Benson sometimes goes to school by bus because his high school is far from his home.  
 How \_\_\_\_\_  
 Why \_\_\_\_\_
6. Little Kenny Benson plays with the neighbors' children for an hour or two each morning.  
 With whom \_\_\_\_\_  
 For how long \_\_\_\_\_
7. Mrs. Benson takes Kenny with her when she goes to the store.  
 Whom \_\_\_\_\_  
 When \_\_\_\_\_
8. Mrs. Benson buys fish at the seaview Market every Friday.  
 Where \_\_\_\_\_  
 On what day \_\_\_\_\_
9. She usually takes her metal grocery cart with her when she goes shopping because the packages are too heavy to carry in her arms.  
 What \_\_\_\_\_  
 Why \_\_\_\_\_
10. Kenny ran away from his mother in the grocery store last week and he broke three bottles of pickles all over the floor.  
 When \_\_\_\_\_ grocery store?  
 How many \_\_\_\_\_ break?

## ASKING QUESTIONS

Kenny Benson asks questions all day. His mother tries to answer his questions because she knows that children learn by asking. Look at each of Mrs. Benson's answers, and guess the question that Kenny asked. (Some of the words in the questions are already there.)

EXAMPLE: KENNY: "Where does milk come from?"  
MRS. B: "Milk comes from cows."

1. Kenny: "Where \_\_\_\_\_ from?"  
Mrs. B: "Rain comes from clouds."
2. Kenny: "What \_\_\_\_\_ made of?"  
Mrs. B: "Your ball is made of rubber."
3. Kenny: "Where \_\_\_\_\_?"  
Mrs. B: "Birds sleep in trees."
4. Kenny: "Why \_\_\_\_\_?"  
Mrs. B: "People can't fly because they don't have wings."
5. Kenny: "Why \_\_\_\_\_ dark here at night?"  
Mrs. B: "It's dark here at night because the sun is shining on the other side of the world."
6. Kenny: "What \_\_\_\_\_?"  
Mrs. B: "Hush man 'Be quiet!'"
7. Kenny: "Why \_\_\_\_\_ glasses?"  
Mrs. B: "Daddy wears glasses because they help him see better."
8. Kenny: "When \_\_\_\_\_ Daddy?"  
Mrs. B: "I married Daddy a long time ago."
9. Kenny: "Why \_\_\_\_\_?"  
Mrs. B: "Children have to go to bed early in order to stay healthy and strong."
10. Kenny: "What \_\_\_\_\_?"  
Mrs. B: "I don't know what giraffes eat. Ask your father."

Read each statement. Complete each question based on the statement, and answer it.

EXAMPLES: Ed Hudson played tennis at the Wilwood Club yesterday afternoon.  
Where did Ed Hudson play tennis yesterday afternoon? He played tennis at the Wilwood Club then.

When did Ed Hudson play tennis at the Wilwood Club? He played tennis there yesterday afternoon.

1. Ed usually plays tennis with Joe Curley on Wednesdays and Fridays.  
With whom \_\_\_\_\_  
On what days \_\_\_\_\_
2. Joe's father's drugstore is on the corner of Main Street and Noble Avenue.  
Where \_\_\_\_\_  
On which corner \_\_\_\_\_
3. Mr. Curley's drugstore was on Middle Street ten or twelve years ago.  
Where \_\_\_\_\_  
When \_\_\_\_\_
4. People often eat sandwiches and ice cream in American Drugstores.  
What \_\_\_\_\_  
Where \_\_\_\_\_
5. People often go to a drugstore when they are hungry or thirsty.  
Where \_\_\_\_\_  
When \_\_\_\_\_
6. Ed and Joe went to Mr. Curley's drugstore because they were thirsty after their tennis game.  
Where \_\_\_\_\_  
Why \_\_\_\_\_
7. Ed asked for a chocolate ice cream soda.  
What \_\_\_\_\_  
What kind of ice cream soda \_\_\_\_\_
8. The two tennis players felt very hot and very tired after their game.  
How \_\_\_\_\_  
When \_\_\_\_\_
9. While they were drinking their sodas, they discussed the game.  
When \_\_\_\_\_  
What \_\_\_\_\_
10. After they had finished their sodas, they went to Ed's house, by bus.  
Where \_\_\_\_\_  
How \_\_\_\_\_

Read each statement. Complete each question based on the statement. Then answer the question, using a short answer.

EXAMPLES: Ed and Joe played tennis yesterday.

Who played tennis yesterday? Ed and Joe did.

What did Ed and Joe play? They played tennis.

1. Ed and Joe drank sodas after the game.  
Who \_\_\_\_\_  
What \_\_\_\_\_
2. Ed often eats sandwiches in drugstores.  
Who \_\_\_\_\_  
What \_\_\_\_\_
3. Joe likes ice cream very much.  
Who \_\_\_\_\_  
What \_\_\_\_\_
4. Mr. Curley sells toothbrushes, toothpaste, and soap.  
Who \_\_\_\_\_  
What \_\_\_\_\_
5. Mrs. Curley sometimes helps Mr. Curley in the drugstore.  
Who \_\_\_\_\_  
Whom \_\_\_\_\_
6. Mrs. Curley was a teacher before she was married.  
Who \_\_\_\_\_  
What \_\_\_\_\_
7. Mr. Curley works in the drugstore six or seven days a week.  
Who \_\_\_\_\_  
How many days a week \_\_\_\_\_
8. A man who owns a drugstore can't have many vacations.  
Who \_\_\_\_\_  
What \_\_\_\_\_
9. Mrs. Curley wants to take a long trip with Mr. Curley some day.  
Who \_\_\_\_\_  
What kind of trip \_\_\_\_\_
10. Mr. Curley doesn't want to go because he thinks he shouldn't leave the store.  
Who \_\_\_\_\_  
Why \_\_\_\_\_

## ASKING QUESTIONS

Make questions based on these statements. Each question should begin with HOW. Answer each question.

EXAMPLE: English teachers usually speak clearly.

How do English teachers usually speak?

They usually speak clearly.

1. Tom's uncle sang beautifully last Sunday.
2. Cats walk very quietly.
3. Farm children often go to school by bus.
4. A baseball player hits the ball with a bat.
5. Some people learn foreign languages by listening to the radio.
6. The worst student in our class still spells dinner with only one "n".
7. They clean these blackboards with a soft cloth every evening.
8. People should always write stopped with a double "p".
9. Ed and Joe shook hands very cordially after their tennis game.
10. Ed felt very tired after playing tennis all afternoon.

From: Allen and Allen: Review Exercises  
in EFL, T. Y. Crowell Co., N. Y.

Past, Present and Future Tense

FILL EACH BLANK WITH THE APPROPRIATE FORM OF THE VERB to be.

Example: There ~~were~~ no letters for me last week, but perhaps there will be some ~~mail~~ for me next week.

1. Today \_\_\_\_\_ ~~February~~ 3rd; a week from today will be February 10th.
2. Yesterday \_\_\_\_\_ ~~Monday~~; the day after tomorrow \_\_\_\_\_ Thursday.
3. There \_\_\_\_\_ no school next Wednesday, and there \_\_\_\_\_ a holiday last Wednesday, ~~tom~~.
4. You \_\_\_\_\_ on ~~time~~ yesterday morning, but two of your classmates \_\_\_\_\_ late.
5. Tom and I \_\_\_\_\_ met in class yesterday afternoon; we \_\_\_\_\_ at the dentist's then.
6. There \_\_\_\_\_ only fifteen students in my class when I \_\_\_\_\_ in the third grade.
7. This town \_\_\_\_\_ much smaller when my grandparents \_\_\_\_\_ young.
8. Once upon a time there \_\_\_\_\_ three brothers who \_\_\_\_\_ very strong and brave.
9. In those days, there \_\_\_\_\_ a cruel king whose prisons \_\_\_\_\_ always full.
10. This story \_\_\_\_\_ very popular among children years ago, and it \_\_\_\_\_ still popular with children today.

FILL EACH BLANK WITH THE APPROPRIATE FORM OF THE VERB to be.

There was a meeting of the Parent-Teacher Association at our school last night. There \_\_\_\_\_ many people at the meeting. There \_\_\_\_\_ another meeting tomorrow afternoon. Our teacher \_\_\_\_\_ at the meeting yesterday evening, and he \_\_\_\_\_ at the meeting tomorrow, too; but he \_\_\_\_\_ not in school right now. He \_\_\_\_\_ at home now because there \_\_\_\_\_ an accident in front of his house last night. Three people \_\_\_\_\_ in the hospital now because of that accident, and there \_\_\_\_\_ no glass in our teacher's front windows for the same reason. The people who \_\_\_\_\_ in that accident last night will drive their cars ~~more~~ carefully from now on.

THESE SENTENCES ARE UNTRUE. MAKE THEM TRUE BY CHANGING THE VERBS TO THE NEGATIVE.

Example: Most people swim when the weather is very cold.

Most people don't swim when the weather is very cold.

1. Water boils when it is on a cold stove.
2. People shut windows when they feel warm.
3. Southern countries usually have a very cold climate.
4. When a person is tired, he usually wants to work.
5. When there is an examination, the worst students usually get high marks.
6. It's easy to have a conversation while children are making noise in the same room.
7. Airmail stamps are cheaper than regular stamps.
8. Most people who live in the United States speak Spanish.
9. A football player hits the ball with a stick.
10. Students would like to go to school seven days a week.

SOME of these sentences are foolish or untrue. Change the verb to the negative if the sentence is untrue. Otherwise, just copy the sentence without making any changes. EXAMPLES: Please be late for school. Please don't be late for school.

Every week has seven days. Every week has seven days.

1. Please be angry.
2. Small children should play with knives.
3. Always write your sentences carefully.
4. Let's go to the movies until we have finished studying.
5. People are proud of their mistakes.
6. One should be polite to visitors.
7. There are thirty-four hours in every day.
8. Let's open the windows, because I feel cold.
9. I studied English when I was nine months old.
10. On sunny days, most people wear raincoats.



ADD TAG ENDINGS:

Example: It was raining when you left your house this morning, Wasn't it?

1. People shouldn't be late unless it's really necessary, \_\_\_\_\_?
2. People always hope that things will be better soon, \_\_\_\_\_?
3. People don't usually eat their dessert before they have finished eating their meat and vegetables, \_\_\_\_\_?
4. Parents believe that their children should be both clever and good, \_\_\_\_\_?
5. In the United States, bus travel doesn't cost as much as train travel \_\_\_\_\_?
6. The movie that we saw last week was quite interesting, \_\_\_\_\_?
7. Let's listen to the radio program that the teacher mentioned, \_\_\_\_\_?
8. You won't be angry if I suggest something, \_\_\_\_\_?
9. Tom has been writing letters all afternoon, but he should be finished by now, \_\_\_\_\_?
10. You haven't forgotten what the teacher asked us to do for homework, \_\_\_\_\_?

Example: Let's ask the teacher what that word means, shall we?

1. Let's ask Mrs. Hudson if we can help her in any way, \_\_\_\_\_?
2. Last night Mrs. Hudson made some sandwiches for her children to take to school today, \_\_\_\_\_?
3. Mr. Hudson is waiting for his son to help him cut the grass, \_\_\_\_\_?
4. He washed his car before he went to his office yesterday, \_\_\_\_\_?
5. Because there are few servants in the United States, children must help their parents with the housework, \_\_\_\_\_?
6. This cake that Tom's sister made is really delicious, \_\_\_\_\_?
7. When Tom's mother wasn't feeling well last night, Tom washed the supper dishes, \_\_\_\_\_?
8. American boys and girls often study together while they are in high school \_\_\_\_\_?
9. Jim Cox has invited Sally Thompson to go to a movie with him next Saturday, \_\_\_\_\_?
10. Sally won't forget to come home before midnight if her parents tell her to, \_\_\_\_\_?

From: Allen and Allen, Review Exercises  
in EFL, T. Y. Crowell Co., N.Y.

Present, Past and Future Tenses

FILL EACH BLANK WITH THE APPROPRIATE FORM OF THE VERB to have. (The time is present unless some other time is mentioned).

Example: Sally Thompson has red hair.

1. Sally and her brother \_\_\_\_\_ many friends in New York City.
2. One of their friends \_\_\_\_\_ a new car.
3. Sally isn't very well just now; she \_\_\_\_\_ a cold for two or three days.
4. Arizona is a state which \_\_\_\_\_ a very dry climate.
5. Most of the eastern states \_\_\_\_\_ many rainy days each year.
6. We usually \_\_\_\_\_ an English test at least once a month.
7. We \_\_\_\_\_ a different teacher last Thursday because our regular teacher was sick.
8. We \_\_\_\_\_ visitors in our class three times since the beginning of the year.
9. I \_\_\_\_\_ three mistakes on my paper yesterday.
10. Two of the students in this class \_\_\_\_\_ perfect papers for more than a week.

FILL IN EACH BLANK WITH THE APPROPRIATE FORM OF THE VERB to do.

Some people do their homework in the afternoon; other people \_\_\_\_\_ their homework at night. My brother always \_\_\_\_\_ his homework from 6:30 to 9:00 pm now, so he \_\_\_\_\_ his homework for tomorrow right now.

Last night I \_\_\_\_\_ something very foolish. I \_\_\_\_\_ three exercises that I \_\_\_\_\_ once before. Because I'm a rather careless person, I often \_\_\_\_\_ foolish things like that. What can I \_\_\_\_\_ about being so careless?

My two sisters aren't studying much now; they \_\_\_\_\_ something else. They \_\_\_\_\_ their homework a few hours ago, so their work is already finished.

SEASONAL MATERIAL FOR CHORAL READING

RIDING THE SKY

Box kites bob  
On the bouncing breeze.  
Long-tailed skimmers  
Sail over the trees  
Fish kites swim  
Blue oceans of air,  
And butterflies flit  
With gay wings aflare.

String up and fling up  
And run with your kite.  
Catch wind and snatch wind  
Till it carries just right.  
Free string and loose string--  
Let it soar free and far.  
Let it dance, see it prance  
Like a high twinkling star!

Barbara Bates

THE WIND

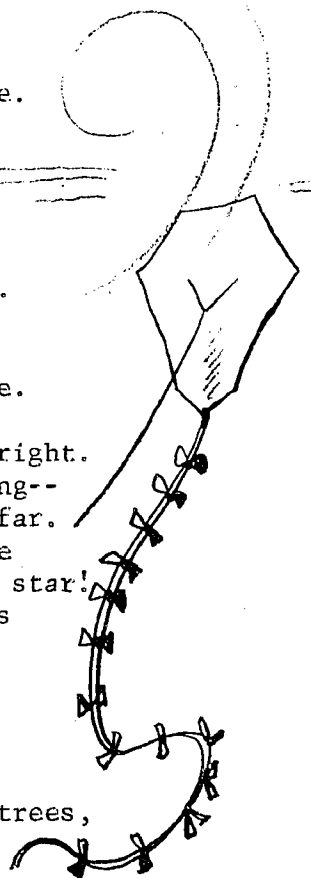
Today the wind is just a breeze  
That blows the branches of the trees,  
And makes a humming sound.

But yesterday,  
Oh, what a sight!  
The wind sure did put up a fight.

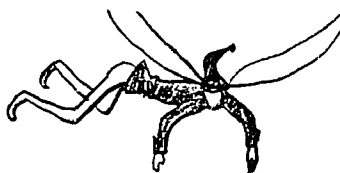
Jaymes Glenn

STIRRING

In the park today,  
Listening, listening.  
Only the wind,  
Howling, howling,  
Not a voice, not a word,  
Listening, listening  
Sharon Vardamis



## SEASONAL MATERIAL SAINT PATRICK



SAINT PATRICK (about 389-461)

Saint Patrick is the patron of Ireland and a saint of the Roman Catholic Church. He was born at Bannavem which may have been in England near the Severn estuary, or in Scotland near the modern city of Dumbarton.

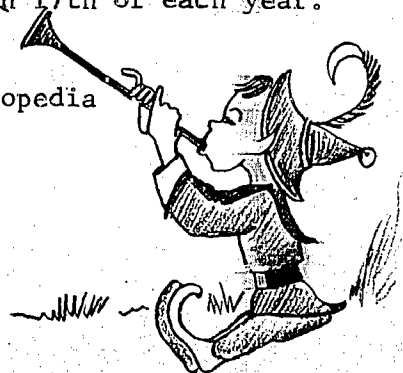
Saint Patrick had a romantic life, full of adventures. He was captured by pirates from Ireland at the age of sixteen. They carried him back there, and set him to tending the flocks of a chieftain in Ulster. Six years of slavery made him a devoted Christian. He escaped to France and became a monk. In 432, a vision led him to return to Ireland as a missionary bishop. He worked very hard in various parts of the island for the rest of his life. His labors were so successful that he came to be known as the one who "found" Ireland all heathen and left it all Christian." Saint Patrick founded over three hundred churches and baptized more than one hundred twenty thousand persons.

Many legends grew up about this popular saint. One of the best known is that he charmed the snakes of the land down to the seashore so that they were driven into the water and drowned. Much else that is told of Saint Patrick is little more than legendary. He left a sort of autobiography in his Confession, written in crude Latin.

Much study has been given to Saint Patrick, but little that goes beyond his own writings can be accepted as certain.

Saint Patrick's feast day is celebrated throughout the world, wherever there are Irish people. It falls on March 17th of each year.

---World Book Encyclopedia



SEASONAL MATERIAL: ST. PATRICK

AN OLD IRISH BLESSING

May the blessing of light  
be on you, light within and light without,

May the blessed sunlight shine  
upon you and warm your heart till it glows like a great  
peat fire, so that the stranger may come and  
warm himself at it, and also a friend.

And may the light shine  
out of the eyes of you, like a candle set in the windows of  
a house, bidding the wanderer to come in out of the storm.

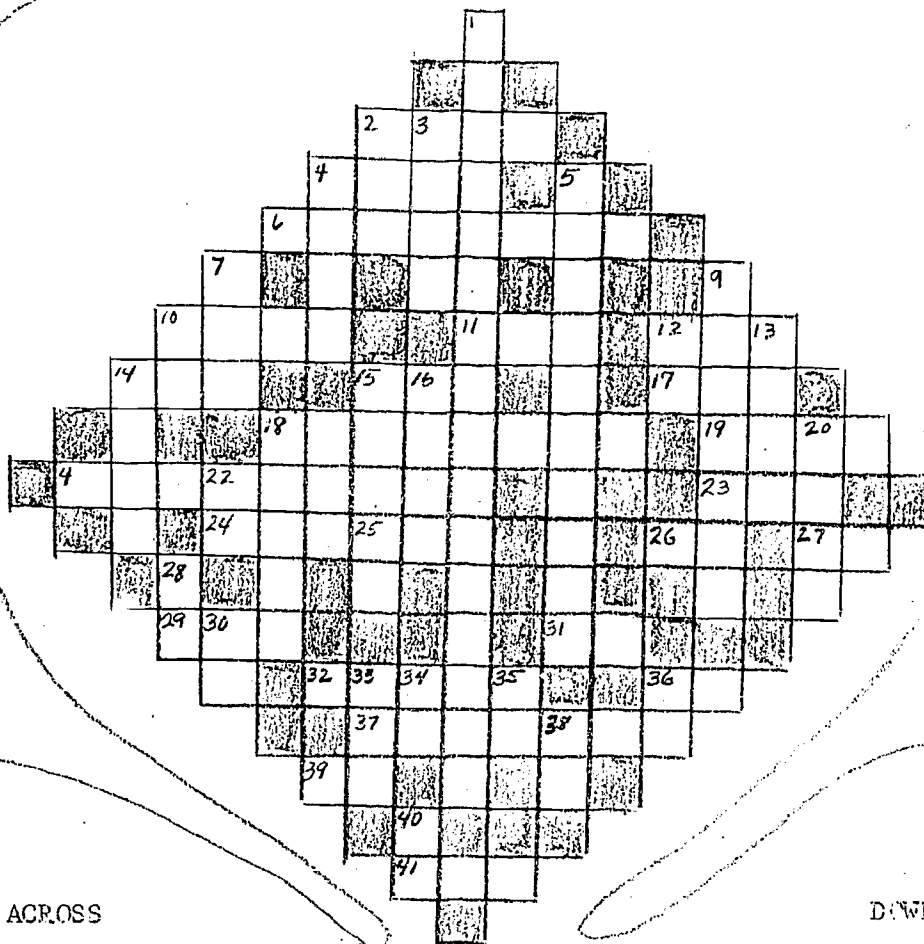
And may the blessing of  
the rain be on you--the soft sweet rain. May it fall upon  
your spirit so that all the little flowers may spring up,  
and shed their sweetness on the air.

And may the blessing of the great rains be on you,  
may they beat upon your spirit and wash it fair and clean,  
and leave there many a shining pool where the blue  
of heaven shines, and sometimes a star.

And may the blessing of the  
earth be on you--the great round earth; may you ever  
have a kindly greeting for them you pass as you're going  
along the roads. May the earth be soft under you when  
you rest out upon it, tired at the end of a day, and may it  
rest easy over you when, at the last, you lie out under it.  
May it rest so lightly over you that your soul may be off  
from under it quickly, and up and off, and on its way to God.

And now may the Lord  
bless you, and bless you kindly.

# MARCH OF THE IRISH



## ACROSS

2. The Emerald Isle
4. Unpleasant sensation
6. Once the national crop of Ireland
8. Long-playing (abbr.)
10. A popular fish of the "Old Sod"
11. Lighter than \_\_\_\_\_
12. Kettle on the \_\_\_\_\_
14. Estimate (abbr.)
15. Short for Patrick
17. Wing of a building.
18. Floral emblem of the Irish.
19. "\_\_\_\_\_ of the Irish"
21. "Wearin' of the \_\_\_\_\_
23. Snakelike fish
24. Language of the Irish.
26. Myself
27. You and me
29. Anger
31. Negative
32. Nickname for an Irishman
36. Public notice (abbr.)
37. Irish potatoes (in Irish dialect)
39. Near
41. Avenue (abbr.)

## DOWN

1. March 17
2. To partake of food.
3. Gula of Iran
4. To placate (as guards)
5. One of the "little people"
6. Fisherman's tool
9. Pretty Irish miss
10. Footscript (abbr.)
12. Pronoun
13. Color
14. Another name for Ireland.
15. Father
16. He is; I \_\_\_\_\_
18. In Ireland, you'll find nary a one.
20. Shillelagh
22. For example (abbr.)
25. Seventh note of the scale
28. Third note of the scale
30. Also a scale note
33. Apartment (abbr.)
34. Doctor (abbr.)
35. Yours truly (initials)
36. While
38. Pronoun
40. Public address system

## SEASONAL MATERIAL

### APRIL MUSIC

I'd like to spend April  
Sitting on a hill,  
With a mushroom for a parasol  
And violets for a frill.

And the wind for a violin  
To play spring tunes,  
And the blossoms in the treetops  
For gay balloons.

I's like to spend April  
Sitting on a mound  
Watching for the flowers to pop  
Out of the ground.

With their green silk stockings  
And their new spring clothes,  
Trying to look taller  
By dancing on their toes!  
Aileen Fisher

### LITTLE ROBIN REDBREAST

Little Robin Redbreast sat upon a tree.  
Up went pussy cat, down flew he.  
Down came pussy cat,  
Away Robin ran  
Says little Robin Redbreast,  
"Catch me if you can."  
Unknown

### THE ROBIN'S SONG

Robin is singing, a song of cheer,  
Telling us that the spring is here,  
High in the top of an old oak tree,  
His tiny throat is bursting with glee.  
Hark! He is singing, cheerie, cheerie,  
Happy springtime is here, cheerie!  
Unknown

## AN INDIAN PRAYER

"Oh Great Spirit, whose voice I hear in the winds, and  
Whose breath gives life to all the World, hear me.

"I come before You, one of Your many children. I am small  
and weak. I need Your strength and Wisdom.

"Let me walk in beauty and make my eyes ever behold the  
red and purple sunset. Make my hands respect the things You  
have made, my ears sharp to hear Your voice.

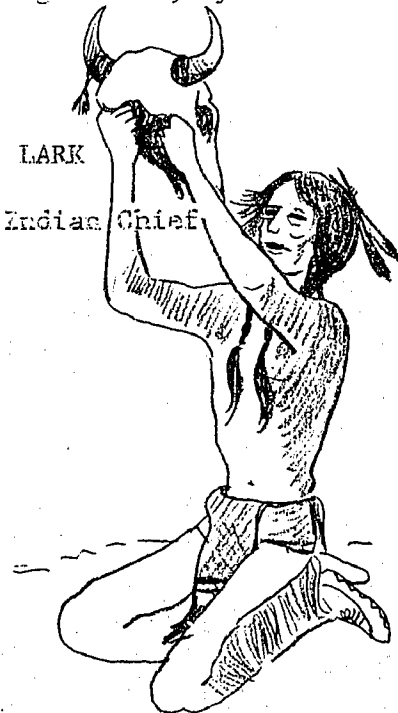
"Make me wise, so that I may know the things You have taught  
my people, the lesson You have hidden in every leaf and track  
and rock.

"I seek strength not to be superior to my brothers, but  
to be able to fight my greatest enemy-myself.

"Make me ever ready to come to You with clean hands and  
straight eyes, so when life fades as a fading sunset, my  
spirit may come to You without shame."

YELLOW LARK

Sicoux Indian Chief





THOMAS JEFFERSON  
(1743-1826)

Rosemary and Stephen Vincent Benet

Thomas Jefferson,  
What do you say  
Under the gravestone  
Hidden away?

"I was a giver,  
I was a moulder,  
I was a builder  
With a strong shoulder."

Six feet and over,  
Large-boned and ruddy  
The eyes gray-hazel  
But bright with study.

The big hands clever  
With pen and fiddle  
And ready, ever.  
For any riddle.

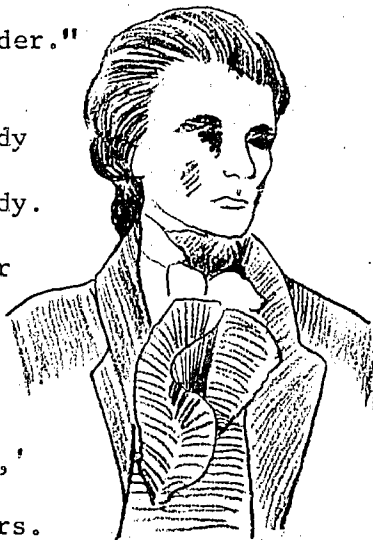
From buying empires  
To planting 'taters,  
From Declarations  
To trick dumb waiters.

"I liked the people,  
The sweat and crowd of them  
Trusted them always  
And spoke aloud of them.

"I liked all learning  
And wished to share it  
Abroad like pollen  
For all who merit

"I liked fine houses  
With Greek pilasters  
And built them surely,  
My touch a master's.

"I liked queer gadgets  
And secret shelves,  
And helping nations  
To rule themselves.



"Jealous of others?  
Not always candid?  
But huge of vision  
And openhanded.

"A wild-geese chaser?  
Now and again,  
Build Monticello,  
You little men!

"Design my plan, sirs,  
They use it still,  
Or found my college  
At Charlottesville,

"And still go questing  
New things and thinkers,  
And keep as busy  
As twenty tinkers.

"While always guarding  
The people's freedom--  
You need more hands, sir?  
I didn't need 'em.

"They call you rascal?  
They called me worse,  
You'd do grand things, sir,  
But lack the purse?

"I got no richer.  
I died a debtor.  
I died free-hearted  
And that was better.

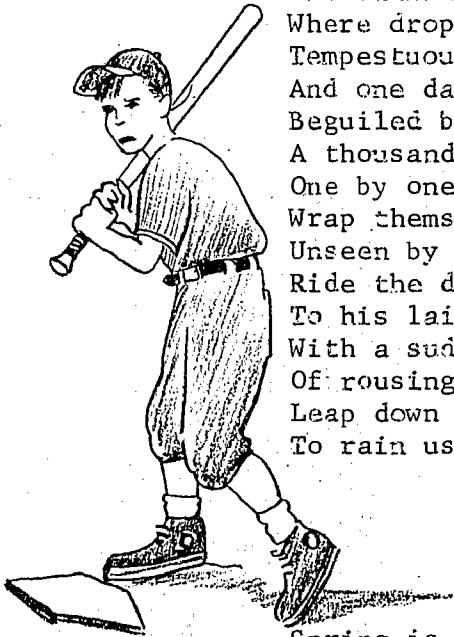
"For life was freakish  
But life was fervent  
And I was always  
Life's willing servant.

"Life, life's too weighty?  
Too long a haul, sir?  
I lived past eighty.  
I liked it all, sir."

## BEWARE THE RAIN!

Don't underrate the rain,  
It's here to stay.  
You may think: at last it's gone!  
On a sunny day,  
But far beneath the ground  
In a creviced hold,  
It blindly burrows deep,  
Like a silver mole,  
Until it finds a river  
Underground,  
And adds its somber singing  
To the rush of sound.  
When, surfacing, it crowds  
Past brimming banks,  
It builds a force for which  
Strong men give thanks.  
But soon it bursts into  
The chafing sea,  
Where drop cavorts with drop,  
Tempestuous, free.  
And one day, as you stand  
Beguiled by the sun,  
A thousand drops creep upward,  
One by one,  
Wrap themselves in cloud,  
Unseen by man,  
Ride the dragon wind  
To his lair, and then--  
With a sudden, mighty clap  
Of rousing thunder,  
Leap down upon our banks  
To rain us under!

Lou Ann Welte



## BASEBALL

Spring is the time, the only time,  
When baseball comes around.  
It is the greatest, neatest time,  
To give home plate a pound.  
And now I'm in the batter's box.  
And boy, do I feel great.  
The fielders turn their heads as if to say,  
"Okay, just wait."

Then the pitcher gets all tense,  
The catcher pounds his mitt.  
The ball comes sailing though the air,  
Oh good, that's, I've hit!  
I run right on to second,  
My teammate makes a run,  
That finishes the inning,  
But wait, the score, we've won!

Hunt Dyer

# OPPOSITES

FIND THE OPPOSITE OF THE UNDERLINED WORD.

- |                      |          |           |              |            |
|----------------------|----------|-----------|--------------|------------|
| 1. <u>Add</u>        | double   | dampen    | contract     | act        |
| 2. <u>top</u>        | bottom   | man       | story        | room       |
| 3. <u>front</u>      | storm    | face      | back         | bank       |
| 4. <u>none</u>       | done     | food      | income       | some       |
| 5. <u>straight</u>   | early    | crooked   | hundredth    | hungry     |
| 6. <u>minus</u>      | circular | plus      | anxious      | dangerous  |
| 7. <u>farther</u>    | outer    | smaller   | manner       | shorter    |
| 8. <u>maximum</u>    | minimum  | most      | appreciative | miniature  |
| 9. <u>borrow</u>     | burden   | lend      | expand       | spend      |
| 10. <u>reduce</u>    | regulate | enjoy     | enlarge      | attend     |
| 11. <u>halved</u>    | doubled  | handed    | concert      | wrote      |
| 12. <u>fraction</u>  | gravel   | whole     | position     | quotation  |
| 13. <u>east</u>      | best     | west      | wind         | rest       |
| 14. <u>found</u>     | strayed  | limited   | hurt         | lost       |
| 15. <u>root</u>      | fear     | source    | branch       | cities     |
| 16. <u>cooked</u>    | raw      | ground    | warm         | loved      |
| 17. <u>completed</u> | covered  | invited   | perfect      | unfinished |
| 18. <u>natural</u>   | unlike   | unnatural | uniform      | native     |
| 19. <u>destroy</u>   | colonize | employ    | build        | love       |
| 20. <u>slender</u>   | thick    | happy     | hungry       | grateful   |
| 21. <u>ascend</u>    | absent   | descend   | assist       | double     |
| 22. <u>brought</u>   | gave     | smiled    | thought      | took       |
| 23. <u>plant</u>     | trick    | puzzle    | animal       | factory    |
| 24. <u>concave</u>   | spiral   | convex    | content      | contested  |
| 25. <u>vibrating</u> | seasoned | whirling  | riding       | steady     |

26.	<u>Hard</u>	red	funny	plan	easy
27.	<u>honest</u>	noted	upper	dishonest	empty
28.	<u>sweet</u>	happy	sour	orange	swollen
29.	<u>worthy</u>	hidden	cruel	unworthy	cheap
30.	<u>rude</u>	polite	deserved	stricken	nervous
31.	<u>storm</u>	calm	rain	wind	snow
32.	<u>gain</u>	game	issue	net	loss
33.	<u>cry</u>	mind	deliver	laugh	add
34.	<u>intelligent</u>	quick	blameless	stupid	double
35.	<u>timid</u>	taut	sorry	valiant	scared
36.	<u>faithful</u>	joyful	false	old	challenging
37.	<u>practical</u>	workable	broken	aimless	useless
38.	<u>stop</u>	slide	grow	cease	go
39.	<u>hero</u>	man	villian	boy	dog
40.	<u>appear</u>	depart	serve	buy	hear
41.	<u>familiar</u>	distant	stable	strange	related
42.	<u>raise</u>	build	lower	sell	cultivate
43.	<u>past</u>	meal	history	future	winner
44.	<u>sharp</u>	blunt	youthful	tricky	costly
45.	<u>depart</u>	arrive	applaud	depot	travel
46.	<u>untidy</u>	unused	untried	near	neat
47.	<u>wilt</u>	measure	numbed	bloom	point
48.	<u>cruel</u>	fresh	humane	sick	sarcastic
49.	<u>coarse</u>	chafed	simple	slender	fine
50.	<u>inferior</u>	subnormal	ideal	unpleasant	superior

FILL EACH BLANK WITH THE APPROPRIATE AUXILIARY (am, is are; was were; will; has, have, had; do, does, or did).

Example: ~~Everyone~~ is looking at Tom now because he has just asked an interesting ~~question~~.

1. We \_\_\_\_\_ waiting for our friends now; they \_\_\_\_\_ not arrived yet.
2. Some \_\_\_\_\_ coming toward us now, but I \_\_\_\_\_ not know his name.
3. Tom \_\_\_\_\_ finish his homework soon; he \_\_\_\_\_ already done most of it.
4. \_\_\_\_\_ often go to the club these days. I \_\_\_\_\_ seen him there only once or twice since Christmas.
5. \_\_\_\_\_ Mr. and Mrs. Hudson already gone home. They \_\_\_\_\_ standing right here just a few minutes ago.
6. Mr. Hudson \_\_\_\_\_ his airplane ticket tomorrow afternoon; he \_\_\_\_\_ already cashed a check for the right amount.
7. While you and Tom \_\_\_\_\_ talking last night, I noticed that your English pronunciation \_\_\_\_\_ improved a great deal.
8. \_\_\_\_\_ you planning to read this book soon, or \_\_\_\_\_ you already finished it?
9. I \_\_\_\_\_ not write those exercises last night because I found that I \_\_\_\_\_ forgotten to copy down the assignment.
10. After I \_\_\_\_\_ given my examination paper to the teacher, I suddenly remembered that I \_\_\_\_\_ spelled a word wrong.

EXAMPLE: I did not get a good mark on the test yesterday because I had not studied the night before.

1. I usually burn ~~the~~ letters; I \_\_\_\_\_ not keep them after I \_\_\_\_\_ answered them.
2. I like rainy days because the leaves \_\_\_\_\_ not look so brown and dry after it \_\_\_\_\_ rained.
3. How long ago \_\_\_\_\_ Tom leave? \_\_\_\_\_ you sitting here when he left?
4. I \_\_\_\_\_ not watching anyone at the time because I \_\_\_\_\_ just received a long letter.
5. Why \_\_\_\_\_ Kerry ~~open~~ that package five minutes after I asked him not to open it?
6. Tom \_\_\_\_\_ not meet us last night at the place where we \_\_\_\_\_ agreed to meet.
7. Tom \_\_\_\_\_ already written half of that letter; he \_\_\_\_\_ write the rest tomorrow.
8. Who \_\_\_\_\_ taken the book that \_\_\_\_\_ lying on the table an hour ago?
9. It \_\_\_\_\_ rained twice since Tuesday, but it \_\_\_\_\_ not raining now.
10. \_\_\_\_\_ people in your country eat rice nowadays, and \_\_\_\_\_ they always done so?

PRACTICE. WATCH YOUR INTONATION.

- How much money have you earned this week?
- How much have you saved this year?
- How much is the automobile to cost?
- How much should be put aside for expenses?
- How much was left over from dinner?
- How much will the trip cost us?
- How much water shall I put on the plants?
- How much time must I spend on the job?
- How much food should we take on the picnic?
- How much does the doctor charge?
- How much do we need from the market today?
- How much furniture will we have to buy for the house?
- How much rain has fallen this summer?
- How much ice cream should I buy for the party?
- How much will you charge to wash the car?
- How much time will it take to finish the job?
- How much damage did the storm do?
- How much bread do we need for sandwiches?
- How much snow is left on the ground?
- How much cream do you like in your coffee?
- How much water do you drink every day?
- How much should I pay for a pound of butter?
- How much is the fare on the bus?
- How much sugar shall I put in the pudding?
- How much water is left in the well?

PRACTICE. WATCH YOUR INTONATION.

How many telephones are in the office?

How many letters have been written?

How many children does the family have?

How many cars are parked in the driveway?

How many floats will there be in the parade?

How many guests have been invited?

How many days are in February this year?

How many miles are we from the airport?

How many employees are on vacation?

How many books can I take from the library?

How many oranges shall I buy?

How many cars pass the house in one hour?

How many were at church this morning?

How many people are expected at the convention?

How many stripes are there on the American flag?

How many apples will I need for the pie?

How many sheep were sent to market?

How many apples will I need for the pie?

How many new books have you read?

How many letters did you write today?

How many presidents of the United States have we had?

How many bachelor presidents have we had?

How many mistakes were made in the report?

How many cars are in the garage?

How many children are on the playground?

How many pencils should I buy?

Allen and Allen: Review Exercises for ESL,  
T. Y. Crowell Co., New York

COMPLETE each of these questions, using How much or How many and is there or are there, as shown in the examples.

EXAMPLES: (coffee) How much coffee is there in that cup?  
(spoons) How many spoons are there on that table?

1. (rice) \_\_\_\_\_ in that big pot?
2. (milk) \_\_\_\_\_ in the children's glasses?
3. (stamps) \_\_\_\_\_ on that letter?
4. (furniture) \_\_\_\_\_ in your classroom?
5. (universities) \_\_\_\_\_ in California?
6. (children) \_\_\_\_\_ in the fifth grade?
7. (people) \_\_\_\_\_ in New York City?
8. (women) \_\_\_\_\_ in the United States Senate?
9. (sheep) \_\_\_\_\_ on Tom's uncle's farm?
10. (towels) \_\_\_\_\_ in the bathroom now?

COMPLETE each of these questions, using How much or how many and was there or were there, as shown in the example.

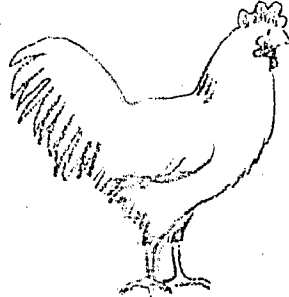
1. (people) \_\_\_\_\_ at your party last night?
2. (sugar) \_\_\_\_\_ in that bowl yesterday evening?
3. (soap) \_\_\_\_\_ in that bathroom before breakfast?
4. (mice) \_\_\_\_\_ in that cage last night?
5. (money) \_\_\_\_\_ in our bank account last month?
6. (news) \_\_\_\_\_ in the letter that you received yesterday?
7. (information) \_\_\_\_\_ in that speech about the moon?
8. (days) \_\_\_\_\_ in February the year before last?
9. (men) \_\_\_\_\_ in the barber shop last Saturday?
10. (cities) \_\_\_\_\_ in this country a hundred years ago?



# SCRATCH FOR THE RIGHT WORD.

## ACROSS:

2. A drumstick is what part of chicken?
4. Arrives in spring.
5. Bird's enemy.
6. What the canary did with his birdsseed.
7. Lives in a clock.
9. Makes honey.
10. Bird of peace.
12. Sixth month.



## DOWN:

1. Mother chicken.
2. Chicken \_\_\_\_\_ thought the sky was falling.
3. What is Cracky?
8. Where bats are found.
10. Has webbed feet.
11. Birds rest \_\_\_\_\_ telephone wires.

